

METHODS OF LEARNING ENGLISH ONLINE

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Abstract

This paper discusses strategies, approaches, and philosophies for teaching English online. In this study, we describe methodologies and their application in the context of English language distance instruction, particularly the online version. By offering several teaching approaches, we will make it easy for future instructors to select the most appropriate one. Furthermore, in our examination of online teaching, we consider the benefits and drawbacks of various techniques. The practical implementation of this work is represented in the syllabus and design of specific teaching units, whether it is a preparatory class or any other institutional programme dedicated to English language instruction.

Keywords: online teaching, online teachers, methods of teaching, techniques, principles

Introduction

The Internet and broad adoption of modern technology have resulted in new online education and training, both in academic and corporate contexts, offering unique choices for reaching a bigger audience. Universities now provide the option of distant learning through online instruction, making online trainings relevant in commercial contexts due to variables such as geographical distance and time.

The postal system introduced correspondence education to the American public late in the nineteenth century. Distance learning evolved with the arrival of radio programmes, then local television such as PBS, and finally telephone and video-based courses. Online education has grown to be the major sector of remote learning in recent years, because to the general availability of Internet connectivity and the increasing adoption of low-cost personal computers (Evans & Haase, 2001). In the early 1990s, online education was confined to a few number of pricey electronic classrooms owned by big institutions and corporations, but technology has since grown more accessible and available to the general public.

The following factors had an impact: the need for lifelong learning and changes, the establishment of platforms, the development of more sophisticated communications systems, technological infrastructures required for online-learning, which were firmly established through improvements in bandwidth, the ubiquity of computers in households, improved technological standards, computers in schools and workplaces, and the adaptive nature of technology (Clarke and Hermens, 2nd).

David R. Godschalk and Linda Lacey (2001) suggest four accelerators that might accelerate the acquisition of remote learning: 1) generational shifts; 2) establishment and support of a so-called "survival" programme; 3) institutional compliance; and 4) evolved demand practise. In their research on the impact of technology on distant learning planning, the authors argue that we should use technology to better education planning.

The Grammar-Translation Method

The Grammar-Translation Method is not a novel concept. It has gone under several names, but language teachers have been using it for many years. It was once known as the Classical Method since it was initially used to teach the classical languages, Latin and Greek. Earlier in the century, this strategy was employed to assist pupils in reading and appreciating foreign language literature. It was also thought that by studying the grammar of the target language, students would become more familiar with the grammar of their home language, which would enable them speak and write it better. Finally, it was assumed that studying a foreign language would help children grow intellectually; it was acknowledged that kids would probably never use the target language, but the mental exercise of learning it would be useful anyway. This approach employs the following techniques: literary passage translation, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rule, fill-in-the-blanks, memorization, usage of words in sentences, and composition. Larsen-Freeman (2000) described the Grammar-Translation Method's concepts as follows: A fundamental goal of learning a foreign language is to be able to read literature written in it because literary language is superior to spoken language; another important goal for students is to be able to translate each language into the other; communication in the target language is not a goal of foreign language learning. Reading and writing are the primary skills to be developed in instruction, with little attention paid to speaking and listening, and almost no attention paid to pronunciation; learning is facilitated by focusing on similarities between the target language and the native language; and it is critical for students to learn about the form of the target language.

The Direct Method

The Direct Method has one simple rule: no translation is permitted. The Direct Method gets its name from the idea that meaning is to be delivered directly in the target language by example and visual aids, with no resort to the students' native language. This approach employs the following techniques: reading aloud, question and answer exercise, encouraging children to self-correct, conversation practise, fill-in-the-blank exercise, dictation, map drawing, and paragraph writing. The following are the Direct Method principles: Reading in the target language should be taught from the start of language instruction; however, the reading skill will be developed through practise with speaking and language is primarily speech, objects in the immediate

classroom environment should be used to help students understand the meaning, the native language should not be used in the classroom, the teacher should demonstrate rather than explain or translate, and students should learn to think in the target language.

The Audio-Lingual Method

The Audio-Lingual Method, like the Direct Method before it, is an oral-based technique. The Audio-Lingual Method, on the other hand, emphasises the usage of grammatical sentence patterns rather than vocabulary development through exposure to its application in scenarios. It also has a solid theoretical foundation in languages and psychology, as opposed to the Direct Method. This method employs the following techniques: dialogue memorization, backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question-and-answer drill, use of minimal pairs, complete the dialogue, and grammar game. The following principles are applied in this method: Language learning is a habit formation process; the more often something is repeated, the stronger the habit and the greater the learning; it is important to prevent learners from making errors because errors lead to the formation of bad habits; and when errors do occur, they should be corrected immediately by the teacher; the purpose of language learning is to learn how to use the language to communicate; and the main goal of language teaching should be for students to learn how to use the language to communicate.

Community Language Learning

The strategy we will look at in this chapter encourages teachers to view their pupils as full people. Whole-person learning requires instructors to consider not just their students' intelligence, but also their students' sentiments, bodily reactions, instinctual defensive instincts, and desire to learn. The Community Language Learning Method is based on the concepts of Charles A. Curran's more broad Counseling-Learning method. Curran spent several years researching adult learning. He was also influenced by Carl Rogers' humanistic psychology, and he discovered that novel learning situations typically make people feel threatened. They are threatened by the change that comes with learning, as well as the dread of appearing ignorant. Curran argued that turning instructors become "language counsellors" was one method to cope with pupils' anxieties. This method employs the following techniques: tape recording of student conversations, transcription, reflection on experience, reflective listening, human computer, and small group assignments . The following principles are applied in this method: Building relationships with and among students is critical; language is for communication; the teacher should be sensitive to students' levels of confidence and give them exactly what they need to be successful; teacher and students are whole persons; sharing about their learning experience allows learners to get to know one

another and to build community; the teacher encourages student initiative and independence, but does not allow students to flounder in uncomfortable situations; the teacher encourages student initiative and independence, but does not let students flounder in uncomfortable situations.

Our research has only identified some of the teaching approaches and strategies that can be used to online education, which limits us. Future study recommendations are represented in the identification of methodologies that are also relevant to offline teaching, for methodological operationalization and conceptualization of this phenomena, which would lead to a better understanding of the phenomenology of remote learning.

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