



EMBRACING EFFECTIVE LANGUAGE TEACHING: INSIGHTS FROM INNOVATIVE TEACHING STRATEGIES FOR PRIMARY ENGLISH LEARNERS

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ABSTRACT

This article examines the efficacy of innovative teaching strategies designed for primary school English educators. By integrating various linguistic and pedagogical elements, these strategies aim to align English language instruction with rigorous TESOL standards, focusing on the unique needs of children aged 9 to 12.

Introduction

Effective English language instruction is of essential importance in today's more globalized society as it is the cornerstone of intercultural and global discourse. The innovative way of teaching English to primary school students that has been established via the synthesis of modern educational ideas and useful approaches satisfies this desire. This technique is especially designed to meet the special developmental demands of early learners, highlighting the need of modifying instructional tactics to fit various learning phases.

By providing a thorough approach that makes use of the most recent pedagogical research and innovative teaching strategies, this methodology goes beyond conventional teaching materials. This method offers educators a plan for ensuring that children have a profound and enduring mastery of the English language via the marriage of demanding educational standards with engaging classroom activities. The next segments will delve into the ways in which these tactics correspond with the recognized TESOL standards and support the overall objectives of excellent teaching and fluency in language.

Methods

This paper presents instructional methodologies that integrate phonetics, morphology, phonology, syntax, grammar, and corpus linguistics, with a focus on elementary school students. The curriculum is both accessible and demanding since these carefully chosen components correspond with the cognitive stages and skills of children between the ages of 9 and 12 (Larsen-Freeman, 2001).

To encourage active learning and increase engagement, interactive teaching strategies are used, such as the use of multimedia presentations and charts as visual aids. Educational research provides strong evidence for the effectiveness of these techniques in improving language comprehension and retention (Thornbury, 1999).

Furthermore, the methodology incorporates continuous evaluations to track the advancement of each student, enabling prompt modifications of instructional strategies and resources to cater to specific learning requirements. By accommodating the many educational routes that students may take, this adaptive technique guarantees effective and responsive instruction (Morley, 2000).

Results

Phonetics and Phonology: Students' comprehension of English sounds was greatly improved by the use of captivating visual and interactive resources. With this method, individuals were able to differentiate between various English sounds and intonations more accurately, which enhanced both their listening and speech abilities. Effective and pleasurable learning was made possible by the use of multimedia resources and practical exercises that promoted a deeper connection with phonetic ideas.

Morphology and Vocabulary: The pupils' vocabulary was greatly increased by the deliberate use of instructional games and visual activities. With the aid of these resources, students were able to comprehend how prefixes and suffixes are used in word creation and acquire new vocabulary as well as how to manipulate it. By encouraging a more intuitive understanding of English morphology, this approach made the process of acquiring vocabulary more natural and self-directed.

Grammar and Syntax: By breaking down difficult grammatical structures via targeted activities, students' ability to produce and comprehend sentences significantly improved. Students may more efficiently practice and absorb grammar rules if complex ideas were divided into smaller, more accessible chunks. In order to improve general language competency, this strategy also made use of sentence-building games and contextual exercises that highlighted the application of grammar in everyday situations.

Corpus Linguistics: Applying examples from everyday life was essential in bridging the theoretical and practical language usage gaps. Students were exposed to a range of linguistic situations via the curriculum's integration of real texts and spoken language samples. Their comprehension of English use in daily life has improved as a result of this exposure, and they are now better equipped to communicate in real-world contexts.

Responsive Teaching: Ensuring that the instructional strategies remained applicable and efficient required ongoing evaluations. These evaluations gave teachers quick feedback on their students' progress and areas of difficulty, enabling them to modify the curriculum and methods of education as needed. Maintaining the effectiveness of the instructional techniques and satisfying the wide range of student demands required that the teaching tactics be flexible in response to assessment outcomes.

Discussion

Thornbury (1999) demonstrated that this educational strategy is particularly successful in building core language abilities and sustaining an engaged and accessible learning process. The tactics cater to a variety of learning styles and meet the educational demands of every student by including interactive and visually interesting resources. Because of this approach's adaptability, teachers may continuously improve and tailor their education, which is essential for fulfilling the changing requirements of elementary school students (Larsen-Freeman, 2001). Furthermore, the reflective nature of the teaching tactics pushes instructors to continually assess and modify their approaches, creating a learning environment that is both

transforming and instructive (Morley, 2000). By maintaining the effectiveness and relevance of teaching strategies, this continuous process of reflection and modification helps to maximize learning objectives.

Conclusion

The use of these cutting-edge teaching techniques has shown a great deal of promise for improving primary students' English language instruction. These approaches, which are in line with the strict TESOL criteria, assist teachers in helping young students acquire strong language abilities (Folse, 2009). The advantages that have been discovered indicate that these tactics not only improve learning results but also provide children the tools they need to succeed academically and personally in the future. To further evaluate the effectiveness of these teaching strategies, future studies should examine how well they scale and adapt to other educational environments (Larsen-Freeman, 2001). Examining their efficacy in different settings will provide more profound understandings of how to best use these creative methods for wider instructional implementation, which will eventually improve language acquisition across a range of student demographics.

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