

**THE EFFECTIVENESS OF LANGUAGE TEACHING METHODS: A
REFLECTION BASED ON TEACHING INTERNSHIP EXPERIENCE**

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Annotation: Language teaching methodology has undergone important changes over the years as educators and scholars continue to search for effective strategies to improve students' language learning outcomes. Traditional teaching methods such as GTM, Direct method focused mainly on grammar instruction and translation exercises, while modern approaches emphasize communication, interaction, and learner autonomy. This article examines several important language teaching methods, including the Grammar Translation Method, Communicative Language Teaching, Total Physical Response, Project-Based Learning, and the Silent Way. In addition to theoretical analysis, the study reflects on practical teaching experience gained during a one-month internship at a school. During this period, different teaching methods, were used in classes of different levels, allowing observation of students' reactions and learning progress.

Keywords: language teaching methodology, communicative language teaching, total physical response, project-based learning, silent way, grammar translation method, classroom practice, teaching internship

Introduction. Today, the ability to communicate in foreign languages has become increasingly demanding. English and Spanish, in particular, have become a global language used in education, business, science, and international communication. As a result, language teaching has become one of the most important areas in modern education systems. Teachers and researchers continuously search for effective teaching methods that can help students learn languages more efficiently in a supportive learning environment.

Language teaching methodology refers to the principles and strategies that teachers use to help students acquire a new language. Over time, various teaching methods have developed based on different theories of language learning by educators. One of the earliest methods used in language teaching is the Grammar Translation Method. Although this method has been widely used in traditional classrooms, many educators argue that it does not sufficiently develop students' speaking and listening skills. As a response to these limitations, more communicative approaches such as Communicative Language Teaching (CLT), Total Physical Response (TPR), Project-Based Learning (PBL), and the Silent Way have been introduced and implemented.

These modern approaches focus on student participation, encourage learners to use language actively in meaningful situations, and increase STT (Student Talk Time). According to Harmer (2007), successful language learning occurs when students are actively involved in the learning process and have opportunities to practice the language in realistic contexts.

Literature Review.

The Grammar Translation Method (GTM) is one of the oldest approaches utilized in foreign language teaching. This method deal with teaching grammar rules and translating texts between the target language and the students' native language. According to Richards and Rodgers (2001), the Grammar Translation Method emphasizes reading and writing skills while giving little attention to speaking and listening. Lessons usually involve memorizing vocabulary lists, learning grammar rules, and translating sentences or texts.

Although this method helps students understand grammatical structures, it does not provide many opportunities for students to use the language in real communication. Therefore, many educators believe that this method alone cannot develop communicative competence.

Communicative Language Teaching (CLT) is the most influential modern approaches in language education and fully aligns with CEFR requirements. This method focuses on developing students' ability to communicate effectively in real-life situations. Littlewood (1981) explains that communicative activities such as role plays, discussions, and group work help students practice language in meaningful, real-life contexts. These activities allow learners to express their ideas and interact with others using the target language. As a result, students become more confident in speaking and using the language in everyday situations.

Total Physical Response (TPR) is a language teaching method developed by James Asher (1977). This method is based on the idea that language learning can be enhanced when students respond physically to target language exposure.

In TPR activities, the teacher gives commands in the target language and students respond with physical actions. For example, students may follow instructions such as "stand up," "open your book," or "walk to the door."

This method is particularly effective for young learners because it reduces stress and makes learning more enjoyable. Physical movement also helps students remember vocabulary and understand instructions more easily.

Project-Based Learning is an approach that encourages students to learn through completing projects. In this method, students work individually or in groups to investigate a topic and present their findings.

According to Thomas (2000), project-based learning promotes deeper understanding because students actively use knowledge to complete meaningful tasks. In language learning, this approach encourages students to communicate, collaborate, and think critically.

The Silent Way is another innovative teaching method developed by Gattegno (1972). In this approach, the teacher speaks very little and encourages students to discover language rules independently.

The goal of the Silent Way is to promote learner autonomy and help students become more responsible for their own learning. By reducing teacher talk, students have more opportunities to think, experiment, and correct their own mistakes.

Internship Experience and Classroom Observations.

During my one-month teaching internship at a school, I had the chance to observe and teach English lessons in different classes. This experience allowed me to apply various teaching methods and observe how students responded to them.

In primary classes, methods such as Total Physical Response and Communicative Language Teaching were particularly effective. Young learners showed strong interest in activities that involved movement and interaction. For example, when the teacher used TPR activities such as Simon Says and Miming games, students followed instructions by performing physical actions. This helped them understand new vocabulary and classroom instructions more easily.

Communicative activities such as pair work and short dialogues were also useful in primary classes. Students were more willing to speak English when they worked with their classmates in interactive activities.

In higher classes, however, different teaching methods proved more effective. Older students were able to work independently and participate in more challenging activities. Project-Based Learning was implemented in several lessons, where students worked in groups to prepare presentations and mind maps on different topics. Another useful approach in higher classes was the Silent Way. By encouraging students to discover language rules themselves, this method helped them develop independent learning skills and become more confident language learners.

Overall, the internship experience showed that different teaching methods are suitable for different age groups.

Discussion. The classroom observations during the internship highlight the importance of choosing teaching methods according to students' age, level, and learning needs.

Young learners benefit from interactive and physically engaging activities such as TPR and communicative games. These methods create a positive learning environment and help students develop basic language skills.

Older students, on the other hand, benefit more from learner-centered approaches that encourage independent thinking and collaboration. Methods such as Project-Based Learning and the Silent Way allow students to explore language more deeply and develop critical thinking skills.

These findings suggest that teachers should not rely on a single teaching method but should combine different approaches to create a balanced and effective learning environment.

Conclusion. Language teaching methodologies have evolved significantly over time. While traditional methods such as the Grammar Translation Method still have value in teaching grammar and reading skills, modern communicative approaches provide more opportunities for students to use language in meaningful contexts.

The teaching internship experience showed that different methods are appropriate for different age groups, grades and learning styles. Total Physical Response and Communicative Language Teaching are highly effective for primary learners, while Project-Based Learning and the Silent Way are more suitable for older students.

Therefore, successful language teaching requires flexibility and the integration of different teaching methods. By adapting teaching strategies to students' needs, teachers can create a more engaging and effective language learning environment.

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