

**COMPARATIVE ANALYSIS OF ENGLISH LANGUAGE TEACHING METHODS AT
A2 AND B1 LEVELS OF THE SECONDARY SCHOOLS**

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Abstract: This article explores the comparative analysis of English language teaching methods used at the A2 and B1 levels in secondary schools of Uzbekistan. The study investigates the effectiveness of the grammar-translation method, communicative language teaching (CLT), and task-based learning (TBL) in developing students' speaking, listening, reading, and writing skills. data were collected through classroom observations, teacher interviews, and learner questionnaires from three selected schools in tashkent region. the research aligns with the goals of the "Uzbekistan – 2030" development strategy, which emphasizes modernizing the education system, improving the quality of english language instruction, and developing globally competitive youth. In particular, it supports the national task of ensuring that every graduate achieves at least a B1 proficiency level in a foreign language by the end of secondary education. The paper concludes with recommendations for implementing blended, student-centered teaching strategies integrating technology, project-based tasks, and real-life communication. These practices are consistent with uzbekistan's strategic goal of creating an innovative, knowledge-based society and ensuring quality foreign language education as a foundation for sustainable national development.

Keywords: english language teaching, A2 and B1 levels, communicative approach, task-based learning, grammar-translation method, Uzbekistan–2030 strategy, education modernization.

The comparative analysis of english language teaching methods used at the A2 and B1 levels in secondary schools of Uzbekistan. The study investigates the effectiveness of the grammar-translation method, communicative language teaching (CLT), and task-based learning (TBL) in developing students' speaking, listening, reading, and writing skills. data were collected through classroom observations, teacher interviews, and learner questionnaires from three selected schools in Tashkent region. the research aligns with the goals of the "Uzbekistan – 2030" development strategy, which emphasizes modernizing the education system, improving the quality of english language instruction, and developing globally competitive youth. In particular, it supports the national task of ensuring that every graduate achieves at least a B1 proficiency level in a foreign language by the end of secondary education. The paper concludes with recommendations for implementing blended, student-centered teaching strategies integrating technology, project-based tasks, and real-life communication. these practices are consistent with Uzbekistan's strategic goal of creating an innovative, knowledge-based society

and ensuring quality foreign language education as a foundation for sustainable national development. Developing communicative competence, particularly in speaking and listening, which are crucial for communication in everyday situations, continues to be a challenge for many students. This circumstance emphasizes the necessity of critically analyzing the teaching strategies used at various competence levels, especially A2 and B1, which are the foundational phases of language development in the academic program. In order to assess the effects of three well-known teaching approaches on students' speaking, listening, reading, and writing abilities, this study compares and contrasts the grammar-translation method (GTM), communicative language teaching (CLT), and task-based learning (TBL). The goal of the study is to determine which approach, or combination of approaches, best serves the objectives of student motivation and language competency development at the intermediate levels of English learning. By analyzing data collected from classroom observations, teacher interviews, and learner questionnaires in selected schools of the Tashkent region, this research aims to contribute to the improvement of English teaching practices in Uzbekistan. Ultimately, the study seeks to support the realization of the Uzbekistan-2030 strategic vision, which prioritizes innovation, digital transformation, and the creation of a knowledge-based society through high-quality education and effective foreign language instruction.

1. Grammar-translation method (GTM). The grammar-translation method is one of the oldest approaches to language teaching, focusing primarily on reading and writing skills. According to Richards and Rodgers (2014), this method emphasizes the translation of texts, memorization of vocabulary, and explicit grammar instruction. While GTM helps learners develop strong reading comprehension and grammatical accuracy, it offers limited opportunities for developing speaking and listening skills. In the context of A2 and B1 learners, GTM may be useful for building foundational grammar and vocabulary but fails to promote communicative competence.

2. Audio-lingual method (ALM). The audio-lingual method, rooted in behaviorist psychology, emphasizes repetition, drills, and pattern practice. As described by Harmer (2015), ALM aims to form language habits through constant reinforcement. This method is particularly effective for A2 learners, who benefit from structured input and repetition to internalize basic sentence patterns and pronunciation.

3. Communicative language teaching (CLT). Communicative language teaching, as highlighted by Littlewood (2011), prioritizes interaction and real-life communication. CLT encourages learners to use language authentically through role-plays, discussions, and collaborative tasks. This approach is highly effective at the B1 level, where learners possess the necessary linguistic resources to engage in meaningful exchanges. For A2 learners, CLT can be adapted with simplified tasks and scaffolds to build confidence and oral fluency.

4. Task-based language teaching (TBLT). Task-based language teaching, advocated by Willis (1996), centers on completing real-world tasks as the core of language learning. TBLT promotes learner autonomy, problem-solving, and pragmatic language use. Ellis (2003) notes that TBLT is especially suitable for B1 learners, who can handle cognitively engaging tasks. For A2 learners, tasks must be carefully designed to match their proficiency level, focusing on concrete and achievable objectives.

The findings of this study reveal a clear distinction in the effectiveness of various English language teaching methods when applied to A2 and B1 level learners in Uzbek secondary

schools. This discussion interprets these results, linking them to existing pedagogical theory and the specific context of Uzbekistan's educational landscape.

First, the higher effectiveness of the audio-lingual method (ALM) and grammar-translation method (GTM) for A2 learners aligns with established principles of second language acquisition. At the A2 level, students are still building their foundational linguistic repertoire. The structured input, repetition, and pattern drills of ALM provide the necessary scaffolding for internalizing basic phonology and sentence structures (Harmer, 2015). Similarly, GTM's focus on explicit grammar rules and vocabulary memorization helps create a cognitive framework for the language, which is crucial for beginners. The reliance on these methods in many Uzbek schools, particularly in rural areas, can therefore be seen as contextually appropriate for establishing initial proficiency, though it should not be the sole approach.

Conversely, the superior performance of communicative language teaching (CLT) and task-based language teaching (TBLT) at the B1 level underscores the changing needs of learners as they progress. B1 learners possess a sufficient vocabulary and grammatical base to engage in more complex cognitive and linguistic tasks. The CLT framework, with its emphasis on authentic interaction, allows these learners to bridge the gap between theoretical knowledge and practical use, thereby developing crucial fluency and strategic competence (Littlewood, 2011). The success of TBLT further supports this, indicating that B1 learners benefit from being challenged to use language as a tool for problem-solving and achieving real-world outcomes, which significantly boosts motivation and autonomy (Willis, 1996).

However, the challenges in implementing CLT and TBLT at the A2 level should not be overlooked. While these methods can be adapted, our results suggest that A2 learners may find fully open-ended communicative tasks overwhelming without significant support. This points to a need for a hybrid or "principled eclecticism" approach in the classroom. For instance, a lesson could start with ALM-like drills to introduce a new structure, followed by a controlled CLT-based role-play, gradually moving towards more free communication as learners gain confidence. These findings have direct implications for the ongoing educational reforms in Uzbekistan. The national strategy to enhance English proficiency requires a nuanced understanding that a one-size-fits-all methodological mandate is ineffective. Instead, policy should advocate for:

1. Differentiated teacher training: professional development programs must equip teachers with the skills to apply different methods strategically based on learners' proficiency levels. Teachers need to know not just how to use CLT, but when and how to adapt it for A2 learners.
2. Level-specific curriculum resources: curriculum designers and textbook authors should ensure that A2-level materials include more structured, practice-oriented activities, while B1-level materials incorporate a greater number of authentic communicative and task-based projects.
3. Balanced assessment: assessment strategies should evolve to measure communicative competence at the B1 level, while still acknowledging the importance of accuracy and foundational knowledge at the A2 level, thereby encouraging a balanced application of methods.

In conclusion, the most appropriate approach for the education system of Uzbekistan is a blended or "principled eclecticism" approach that combines the strengths of different methods according to the learners' proficiency level. Teachers should design lessons that incorporate structured drills for A2 learners and gradually transition to freer communication tasks for B1

learners. Continuous professional development for teachers, level-specific textbook resources, and a balanced assessment system are all crucial factors for achieving the language education goals outlined in the "Uzbekistan-2030" strategy.

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