

LANGUAGE LEARNING PROFILES AND TEACHING PHILOSOPHY STATEMENT

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The paper examines how various teaching methods—such as Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Task-Based Language Teaching (TBLT)—were tailored to support both students' language development. Additionally, it explores key aspects of syntax and phonology in their language acquisition, underscoring the role of identity, motivation, and investment in shaping their language learning journey. The teaching philosophy section emphasizes inclusive, student-centered, and technology-integrated approaches that aim to foster active learning and holistic development in diverse classrooms.

Different kinds of methods will be very useful to grasp the attention of all learners. Also, it helps to be more interesting and effectively teach students. Methods can be selected based on the levels and needs of learners, which helps to engage every student. To improve their speaking ability, I used the communicative language teaching (CLT) method and it is a student-centered learning. Through this method learner are exposed to different cultures perspectives. Every teacher should know to design the right speaking activity for a topic and they need to be aware of the learners' abilities such as the language and grammar they will be showing. As Cathcart (1989) argues dialogues in most survival contexts still tend to be thinly veiled excuses for the showing of grammar steps. By working together students can reduce their stress or worries and develop their communicative ability. GTM (grammar translation method) is one of the most used approaches. It helps the students to understand the grammar rules very well.

Grammar plays vital role in language learning (Wagner et al, 2005). Richard and Schmidt (2002, p. 231) noted that this translation and grammar study as the main teaching and learning activities. It improves their translation ability and they learn to translate correctly. Moreover, in the process, they will learn and memorize new words. GTM prioritizes the development of writing and reading ability as learners work with written passages. TBLT (task-based language teaching) method is beneficial in the language learning process. They worked with activity and during the process, they exchanged their opinion, knowledge, and experience, which developed their motivation and enthusiasm for language learning. These all improved their speaking ability and they can learn new things. TBLT improved their ability to use language to communicate effectively in a different situation. Moreover, this method focuses on real-life tasks and communication, which helps students to practice language in meaningful contexts.

Two aspects of Language:

Syntax. During the teenage years, learners continue to develop their language abilities. Grammar is an essential part of language learning and it can have some difficulties for my learners. My learners sometimes get confused with the rules and frequently commit errors in complex and compound sentences. But they have a good memory and with it, they can recall all rules. Munoz (2019), claimed that adults may have challenges in maintaining attention or comprehension in grammar (p. 438). They know all grammar rules but sometimes they make mistakes in their writing or speaking. They can understand the sentence structures and it helps them to make some sentences. They confuse verbs, especially irregular forms and they cannot find proper words to use in writing. Moreover, they make mistakes with tenses, and they sometimes miss “to be”. Firstly, I should know my learners' preferences, interests, and abilities so that I can tailor my

teaching methods to their needs. To correct their mistakes, I gave feedback after their speech because if I interrupt them, they will not continue their speech or forget their speech. As a teacher, I will provide clear eliciting for tenses with clear real-world examples and I will use visual aids to help learners easily understand how these structures work in practice. Also, I used interactive activities to encourage them and it allows them to practice topics. It can be exercises like sentence building, rearranging words to form different structures, and creating original sentences, dialogues, or role-plays on specific rules. Besides, I used contextual learning, which helps my learners connect the learning to specific topics or communicative aims to show how it plays a vital role in communication. I encouraged them to read articles then we discussed sentence structures or they wrote summary about article. During the lessons I tried to pay attention to this topic because this plays vital role in learning the language.

Phonology is the study of the sounds and how they are used in speech. Learning this is vital for teenagers, as it helps them to catch and compare different types of accents or dialects, and can develop their speaking ability. As I mentioned before, learner 1 can speak with confidence but with mistakes. Learner 2 is shy and afraid of making mistakes. My learners sometimes cannot choose the right words to use in their communication. Then their speech is not fluent and clear. They have an opportunity to develop their speaking and improve their fluency in the class with activities and group works. In the class, I used CLT, which is a student-centered method, and it is helpful to address their weaknesses. In this method, students are allowed to engage in greater opportunities for pronunciation practice. Creating a supportive and inclusive learning atmosphere can help them to overcome their hesitation or stress. I used the material, which relevant to their life such as popular or favorite songs, shows, videos, or movies that emphasize different accents. I showed their favorite movie in the parts, and in every lesson they should prepare their speech about movies. It helped to improve their speech and step by step they will learn to speak without hesitation or shyness. Moreover, they will prepare dialogues on different topics, and then they should record them, which improves their ability to self-correction.

In teaching process teacher should center on stimulating an inclusive and capturing learning atmosphere that allows students to become critical thinkers and active people. It is important to think about learners' personalities, how they like to learn, and how fast they learn (Waller et al, 2017, p. 5). I use CLT, TBLT, and ALM methods and they are successful approaches to teaching languages to today's generation. We adapt my teaching methods based on the age and level of students. we work to advocate active and collaborative learning, encouraging learners to participate actively in discussions, and debates and engage with course material. Bloome (2012) noted it is important to choose the proper material in constructing a conducive classroom environment.

According to Moll et al. (1992), lessons can be created with tasks that require students to actively participate and solve problems through collaboration. Teachers should be devoted to supplying a diverse range of methods and activities to accommodate different learning abilities. Additionally, to convey knowledge, we use skills such as critical thinking, problem-solving, and effective communication. It helps them learn more words and analyze information. We believe in the importance of providing guidance and feedback to learners, supporting their personal and academic development. We always try to create a warm environment where my students feel comfortable to ask questions and are motivated to reach their educational aims. We use modern technology to grasp their attention because nowadays young generation is addicted to using it. Mostly as teachers we will use pair works, group works or a presentation which helps to develop

their speaking ability and implement their skills in practice. Because our final aim is to help students achieve their educational goals and inspire curiosity, creativity, and a passion for learning.

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