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THE EFFECTIVENESS OF TEACHING LANGUAGES IN EFL CLASSROOM

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Abstract

The goal of teaching and learning a foreign language has shifted from putting emphasis on the product of teaching to the process of teaching and learning, and the accompanying classroom conditions. This development in foreign language teaching pedagogy stresses the importance of the classroom environment in enhancing the individual's learning styles and motivation to acquire the language, skills and components. Therefore, it is essential that every language class is directed to equip the learners with the necessary language strategies to achieve language proficiency by considering their needs and interests. This is why teachers are always looking for updated ways and techniques to develop the student competencies in listening, speaking reading, writing, vocabulary, and grammar.

Speaking is considered an important English skill, yet many English Foreign Learners struggle in communicating their ideas in English. Therefore, this research aimed to compare which approach between monolingual or bilingual gives a better effect to be applied in an English-speaking classroom.

Key words: monolingual approach, bilingual approach, code-switching, language exposure.

EFL SİNİFLƏRDƏ DİLLƏRİN TƏDRİSİNİN ƏHƏMİYYƏTLİLİYİ

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Xülasə

Xarici dilin öyrədilməsi və öyrənilməsinin məqsədi bu gün tədris və öyrənmə prosesi və onu müşayiət edən sinif şəraitinə hədəflənir. Xarici dillərin

tədrisi metodikasındakı bu inkişaf fərdin öyrənmə üslublarını və dil, bacarıq və komponentləri əldə etmək motivasiyasını artırmaq üçün sinif mühitinin vacibliyini vurğulayır. Buna görə də hər bir dil sinfinin tələbələrin ehtiyac və maraqlarını nəzərə alaraq dil biliklərinə nail olmaq üçün lazımi dil strategiyaları ilə təchiz etməyə yönəldilməsi vacibdir. Məhz buna görə də müəllimlər tələbələrin dinləmə, danışmaq oxu, yazı, lüğət və qrammatika bacarıqlarını inkişaf etdirmək üçün daim yeni üsul və üsullar axtarırlar.

Danışmaq ingilis dilinin vacib bir bacarığı hesab olunur, lakin bir çox ingilis dili öyrənənlər fikirlərini bu dildə çatdırmaqda çətinlik çəkirlər. Tədqiqatın məqsədi birdilli və ya ikidilli arasında hansı yanaşmanın ingilisdilli sinifdə təbiiqi üçün daha yaxşı effekt verdiyini müqayisə etməkdir.

Açar sözlər: monolingual yanaşma, ikidilli yanaşma, kod dəyişdirmə, dilə məruz qalma.

ЭФФЕКТИВНОСТЬ ПРЕПОДАВАНИЯ ЯЗЫКОВ В КЛАССАХ EFL

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Резюме

Цель обучения и изучения иностранного языка изменилась с акцента на продукт обучения на процесс обучения и изучения, а также сопутствующие условия в классе. Это развитие педагогики обучения иностранным языкам подчеркивает важность окружающей среды в классе для улучшения стилей обучения и мотивации учащихся к овладению языком, навыками и компонентами. Поэтому каждый языковой класс должен быть направлен на оснащение учащихся необходимыми языковыми стратегиями для достижения языковой компетенции с учетом их потребностей и интересов. Именно поэтому преподаватели всегда ищут новые способы и методы для развития у студентов компетенций в аудировании, говорении, чтении, письме, словарном запасе и грамматике.

Говорение считается важным навыком английского языка, однако многие изучающие английский язык как иностранный испытывают трудности в общении на английском языке. Поэтому целью данного исследования было сравнение того, какой подход – монолингвальный, билингвальный – имеет эффект для применения в классе английского языка.

Ключевые слова: монолингвальный подход, билингвальный подход, код-свитчинг, языковое воздействие.

Introduction

Teaching is one of the most important activities that helps people gain the knowledge and attitudes to be responsible citizens. In general terms, teaching is the process by which a person helps other people to learn. It is a set of activities with various aspects and dimensions: it does not include knowledge only, but reactions and gestures when conveying knowledge, asking questions, explaining, clarifying, listening, encouraging, discussing, convincing and being convinced. Teaching is; therefore, the action of guiding, assisting the learners to acquire new vocabulary, skills, and behavior, and to enable them interact and communicate. Furthermore, its ultimate purpose is to help the overall development of their personalities: their cognitive, social and psychological aspects. The process of teaching has to be well arranged and planned in order to reach its objective; that is learning. Consequently, the teacher has to set a teaching strategy and to provide good conditions within which learning may take place and the learner is actively involved in his learning process to develop the different aspects of his personality.

Objectives. Lesson objectives are most usefully stated in terms of what students will have done or accomplished at the end of the lesson. Stating objectives in this way allows both teachers and learners to know when the goals have been reached. To set lesson objectives, the teacher should first identify a topic for the lesson which will help in developing the objectives. The topic is generally determined by the curriculum and the textbook and is part of a larger thematic unit. The topics are chosen according to the students interests and the availability of authentic materials at the appropriate level. Then, the teacher has to identify specific linguistic content, such as vocabulary and points of grammar, or language forms, to be introduced or reviewed and are connected in some significant way with the topic of the lesson. These are usually prescribed by the course book and the curriculum. After that, the teacher has to identify the specific communicative tasks to be completed by the students. The tasks should allow, but not require, students to use the vocabulary, grammar, and strategies presented in the lesson. The focus of those tasks should be topical and not grammatical. This means that it may be possible for some students to complete the task without using either the grammar point or the strategy presented in the first part of the lesson.

Methodology. This study is an exploratory research which investigates the methods that are used in teaching English as a foreign language in the Algerian schools. It highlights the teaching and learning process and the development of

the basic receptive and productive language skills and components on the basis of the Competency-Based Approach (CBA).

Learning is the process by which changes in behavior result from experience or practice. By behavior, is meant any response that an organism makes to its environment. Thus, behavior includes actions, emotions, thoughts and the responses of muscles and glands. Learning can produce changes in any of these forms of behavior. Learning, then, means the adaptation of the individual to his environment. In other words, it is the ability to adapt the acquired knowledge and experiences to real situations. In order to ensure efficient learning, teaching should be geared towards the implication of the learner as a central element in the educational process. The learner must feel the pleasure to learn. Thus, the learner's role in his own learning should be an integral part of any teaching strategy and the teacher ought to select and use the teaching methods and techniques that would encourage learner's active participation. Moreover, individual relations are important for successful and efficient interaction in the classroom. Positive relations between the teacher and the learner, and the affectionate types and relations arise the learners' motives to do their best in their studies. Psychological studies have shown the possibility to foresee the learner's reactions and his affectionate behavior as regards his reaction to his teacher. That is why the latter should be aware enough of the individual phenomena. This require a good mastery of talking with pupils in order to increase their motives for learning and take pleasure in free learning. The teacher can realize this when he avoids the arousal of negative feelings to mention anxiety and anger or when he develops positive feelings such as respect or rewards. Language teaching and learning are in their objectives essentially based on interaction and communication. The purpose of language learning and teaching is associated with the use of that language in a real communicative situation. There is no doubt that language helps people to interact and promotes mutual understanding, tolerance and respect for the cultural identity and values of others [Lyons, 1981:230]. Besides, success in the international world of commerce, trade and business, in general ,is becoming more and more dependent on foreign language learning, especially English. Language plays a determinant role in educating people. It is the means by which learners firstly acquire knowledge and skills and are able to interact and communicate by providing them with a "natural context for language use" [Freeman, 2000:144]. It constitutes, therefore, a potent medium in developing the learners' personality, cognitively, socially and psychologically. Cognitively, learners are enabled to express their thoughts and develop their

thinking skills and abilities to observe, organize, analyze and criticize knowledge, to think creatively, etc. Psychologically, they can express their feelings and emotions. Socially, language makes a person feel that he belongs to a particular community and interacts positively with its members.

English is positioned as a foreign language since it is only formally studied in schools, where students take English classes from primary school to higher education level. According to Brown (2004), English has four basic skills that can be learned; listening, speaking, reading, and writing, which are commonly learned in formal education. These are the four qualities that allow an individual to have a proper and effective conversation with others. One of the qualities that will be highlighted in this research is speaking. Speaking is essential to be mastered as it is a skill used on a daily basis. Moreover, the main objective of learning a language is communication. Sharma (2018) states that speaking is an interactive process that comprises producing, receiving, and processing information in the presence of both the speaker and listener to convey feelings, thoughts, and opinions. One of the goals of teaching English is to enable students to communicate effectively in the target language during group discussions, class presentations, and other situations.

However, according to the results of the Cambridge Baseline Study in 2013, pupils' English performance was below the expected level of proficiency and speaking skill was the weakest among the four skills. Some students struggle with learning to speak yet thrive in grammar and vocabulary. This is a result of their upbringing and lack of exposure to other cultures. Besides, students tend to speak their mother tongue at home and at school; they seldom have a chance to speak English as people in their environment communicate with them using their mother tongue. Therefore, teachers should select appropriate learning strategies that cater to students' needs and learning preferences so that they feel encouraged to speak without any fear of making flaws. The success of students in studying a particular subject, particularly speaking, will be greatly influenced by the teachers' learning strategies. In the process of teaching and learning, particularly in speaking classes, there are at least two approaches available to English teachers: the monolingual approach and codeswitching, also known as bilingual.

Many teachers believe that a monolingual method should be used while teaching English in speaking classes, meaning that teachers should instruct, explain, and react to the students in English. This belief is supported by a number of researchers [Turnbull, 2001] who maintain the advantages of the monolingual policy. Krashen (1985) also supports this belief by stating that the students' L1

should be avoided in the classroom so as to increase exposure to the target language. Another justification for the monolingual approach is that it prevents students from fully understanding the content presented in the target language if the teacher combines the students' L1 and the target language while explaining it in English. In other words, code-switching may impede L2 acquisition, preventing the teaching-learning process's intended outcome.

On the other hand, others [Atkinson, 1987; Auerbach, 1993; Cook, 2001] condemn it as an inflexible and improper method of teaching a foreign language. They prefer using the combination between students' L1 and the target language, also known as code-switching, in which the teacher uses systematic alternating use of two languages or language varieties within a single conversation or utterance [Lightbown, 2001:598]. In supporting this contrastive opinion, Willis (1996) suggests that it is not advisable to completely ban students from using their mother tongue. Willis draws attention to the fact that the students used their first language as a communicative tool to learn how to utter words. She also highlights how using L1 in the classroom gives pupils more opportunities to utilize the target language rather than less. Additionally, L1 codeswitching enables students to maintain focus on the overarching objectives of a learning assignment while concurrently figuring out how to deal with a particular learning challenge. In a relaxed, yet fully focused manner, learners may more readily participate in practice exercises and other classroom activities, which leads to higher progress in the acquisition of the English language [Modupeola, 2013].

There are a few terms that feature frequently throughout this study. Those terms deal with the essence of this study, such as:

1. Speaking

Speaking is one of the language abilities that can be used productively in oral interactions since it requires the speaker to create oral exposure that expresses his thoughts, feelings, and ideas.

2. Monolingual.

One who speaks just one language, or something that is only available in that language, is considered monolingual. A person who only speaks English is an example of someone who is monolingual. In this case, the monolingual approach involves using English only as a language to be used in the classroom. It implies that languages other than the target one should be avoided in the language teaching and learning process at all cost [Lee, 2012].

3. Bilingual.

Bilingual is the opposite of monolingual, where two languages are incorporated. Using two languages in some proportions in order to facilitate learning by students who have native proficiency in one language and are acquiring proficiency in the other. Students' L1 will be used to guide them during the initial stage of their learning experience.

English as a Foreign Language.

Teaching English as a second or subsequent language is divided most simply into two kinds: English as a second language (ESL) and English as a foreign language (EFL). ESL is typically used to describe situations when English is the (or one of the) dominant language of the country, and EFL in situations where it is not. According to Graddol (1997), there are approximately 375 million people speak English as their first language, another 375 million people speak it as a second or additional language, and the remaining people are learning it as a foreign language (about 750 million learners). English is considered more of a foreign language than a second language. This is primarily because pupils lack the opportunity to study English informally and that English is so rarely utilized in daily life outside of the classroom.

Monolingual Approach.

Numerous well-known English teaching techniques, including the direct method, audiolingualism, communicative language teaching, and task-based language instruction, have embraced a monolingual approach to language instruction since the end of the 18th century (Howatt, 1984). According to Cook (2001), the monolingual approach discourages the use of L1 through one of three approaches: banning the use of L1 in the classroom, minimizing the use of L1 in the classroom, or maximizing the use of the target language (L2) in the classroom. A monolingual approach implies that languages other than the target one should be avoided in the language teaching and learning process at all cost [Lee, 2012]. In other words, monolingualism is the capacity to speak only one language. The approach has long been prescribed by official policies in the field of English language teaching. When acquiring a second language, a person picks up a language other than their mother tongue or first language(s). First language is normally a native language and the second is an acquired foreign language. In EFL classes, a monolingual method has long predominated. The monolingual approach has historically been seen by scholars as enhancing and supporting the learning cycle of the students through extensive and strict exposure to and engagement with the target language. According to Cook (2001), it is a practice of imitating how children acquire their first language via exposure.

Bilingual Approach.

Bilingualism is known as the capacity to speak two languages. Children who live in a bilingual setting can simultaneously learn two languages; these two languages can be considered their first or native languages. However, some linguists have varied the definitions of bilingualism. First of all, bilingualism and bilingual are two different aspects. Spolsky (1998), Johnson and Johnson (1999), Richard (2002), Spolsky (2002), state that “Bilingualism is who has the ability to speak more than two languages in their speech community”. While bilingual is a person who can speak one other language in addition to their own one. According to Spolsky (1998), “Bilingual is a person who has some functional ability in the second language”. He also describes that bilinguals can change their language choice to fit the existing circumstance and conditions to effectively communicate. This causes individuals to transition between two languages in a single sentence, or what is known as "code-switching". Accordingly, Richard (2002) states that bilingual refers to “a person who uses at least two languages with some degree of proficiency”. This means that a bilingual is a person who is able to speak, read, and understand two languages equally well. However, they usually have better proficiency in one of the languages than the other. Furthermore, bilingualism is “the use of two or more languages (the latter is sometimes also called multilingualism) by an individual or by a speech community”. Thus, it can be concluded that bilingual is an individual who can speak more than one language while bilingualism is the ability to use more than two or more languages adequately to carry on a conversation.

There are several types of bilingual acquisition, including compound bilingual, coordinate bilingual, and subordinate bilingual [Wenrich, 1953]. Compound bilingual, which is also known as “balanced bilingual” happens when two languages develop simultaneously and are spoken by people in the same environment. Conversely, coordinate bilingual occurs when a person acquires L1 and L2 in different periods of time and context, for instance, students acquire different languages from home and school. On the other hand, subordinate bilingual occurs when an individual acquires two languages but one of the languages is more dominant.

Teaching English using the bilingual approach involves the use of students' L1 in the learning process. Some methods in English teaching also use the bilingual approach, such as the Grammar-Translation Method, which focuses on the translation of texts, grammar, and rote learning of vocabulary. Through the use of students' L1, meaning will be conveyed efficiently while teachers can

ensure that the concepts being discussed have already been grasped by the students. In other words, students' L1 will be used to guide them during the initial stage of their learning experience.

Conclusion

We can conclude that in teaching English speaking, the monolingual approach is more facilitative to be used. Students gained more exposure to the target language when taught using the monolingual approach. It mostly helped the students in improving their pronunciation skills as the students listen and imitate how the teachers say a word. On the other hand, using the bilingual approach may be beneficial in classes that focus on receptive skills, not productive skills. Therefore, the bilingual approach may be suitable for learning vocabulary.

The main aim of this study was to shed light on the teaching and learning process in the EFL classroom and its role in developing a reflective, creative and responsible thought. The nature of this success is determined by the educational system, including the teaching and learning conditions and the problems encountered. Language teaching and learning process aim primarily at stabilizing the acquired knowledge and reinvest it in learners' daily life. That knowledge should not remain theoretical for the learner, but it should rather serve him in his school or family and even in his adult life later on as a worker or a citizen. When this objective is reached, language Effective Language Teaching and Learning Process in EFL Classroom Situation: teaching and learning process is said to be effective. Hence, researchers are urged to find a better way to motivate learners and develop their learning styles and strategies by taking into consideration the EFL classroom situation in which the teaching and learning process is taking place.

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