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English Language Teaching Methodology for Non-Native Speakers

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Abstract--Main aim of the study was focused on the non-native English speakers and the difficulties they face while learning English as a second language (ESL) and the part of teachers. It is generally felt that the English language plays a vital role in the job market so it is mandatory to learn the language. when the students enroll for the courses to develop the language most of the time, they do not succeed because of various reasons like affecting teaching, lack of motivation, lack of practice sessions, poor training modules, etc. The method of relying on physical actions (Total physical response - TPR) developed by psychologist Jit is based on structural linguistics, behaviorism, and the humanistic direction in teaching, as well as on the position of psychology on the coordination of speech and physical actions that accompany it. The method develops the ideas of the natural method. Its essence lies in the fact that when teaching a foreign language, it is necessary to simulate the process of mastering children's native language, which is assimilated in parallel with the performance of appropriate physical actions. The perception of structures is facilitated if it is accompanied by actions performed by the teacher and students.

Keywords--ESL, language teaching, mandatory, methodology, non-native speaker.

Introduction

Principles of teaching foreign languages the learning process is very extensive and multifaceted. It's hard to imagine that all the principles can be meaningful for the

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whole process. The principles of learning are considered to be the main provisions that determine the nature of the learning process, which are formed on the basis of the chosen direction and approaches corresponding to this direction (Árva & Medgyes, 2000; Astor, 2000; Amin, 2001). Clearly formulated principles of training will help to solve the question of how and what kind of training content to select, what materials and techniques to use. Foreign methodologists note the importance of linguistic, psychological and didactic factors in teaching a foreign language, however, the concept of "teaching principle" is not a basic category of foreign methodology and is currently rarely found in publications, probably due to the fact that the term itself assumes the dominant role of the teacher in the educational process, which is rejected by modern methodologists (Spahiu & Kryeziu, 2021; Amin, 1997; Kumar et al., 2016). It should be noted that some authors recognize the need to take into account the principles of teaching and learning and highlight the following:

- cognitive principles: the principle of automation speech units (automaticity); the principle of using intrinsic motivation (intrinsic motivation principle); the principle of using the student's personal contribution (strategic investment principle) – his time, strength, individual abilities, etc– - and a number of other principles;
- emotional and psychological principles (affective principles): the principle of the "language ego", which means that when a person learns a foreign language, a "second self" is formed that affects his feelings, emotions, behavior, etc.; the principle of the interrelated mastery of the language and culture of the country of the studied language (language–culture connection). You should also take into account such qualities as 19 self - confidence, self-esteem, the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language (risk-talking);
- linguistic principles: taking into account the influence of the native language on the acquisition of a foreign language (native language effect); taking into account the peculiarities of mastering the studied language as an intermediate language system (interlanguage is a constantly changing language system that is located between the native and the studied languages and is inherently individual for each student; it is improved as the language is mastered, approaching the system of the studied language);

The principle of communicative competence (communicative competence) in the process of teaching a foreign language. There is no consensus on the classification of teaching principles in both domestic and foreign methods. In the domestic methodology, many of the concepts described above are considered within the framework of linguistic or psychological foundations of learning and are not considered principles, since the term "principle" is most often applied to the didactic and methodological foundations of learning (Latupeirissa & Sayd, 2019; Suryasa et al., 2019).

In the methodology of teaching foreign languages, the method is usually considered to be the way to achieve the goal, but it is used to denote different paths in scale. The method is called the principal direction in teaching foreign languages, characterized by certain goals, content and principles of teaching

(grammar-translation method, direct method, etc.) (Ädel & Erman, 2012; Gurkan & Yuksel, 2012; Hayes, 2009). So, with the grammar-translation method, training was conducted to develop logical thinking and the ability to read and translate texts. The main attention was paid to the study of grammatical rules as the necessary means in mastering a foreign language, and above all 26 reading. When teaching by the direct method, the main goal was the development of practical skills to use a foreign language: to understand it, speak it, as well as read and write (Bailey, 2001; Barratt & Kontra, 2000; Bayyurt, 2006). The word method denotes a path-a system of learning within a direction that reflects the concept of the author(s) who proposed it (the method Francois Gouin, the Palmer method inside the direct method-direction). The word method indicates a way-a way of ordered interconnected activities of teachers and students within a system technological operation, providing communication training and learning of the parties and included as a component in technology training is directly related to the problem of how to teach, if to proceed from the fact that the organization and implementation of pedagogical the process occurs through learning methods implemented in methodological techniques, using a variety of learning tools; when the use of different organizational forms of student work; with taking into account the age of students, their level of training in a foreign language and general development, the degree of training, educational material and the time allotted for its study (Benke & Medgyes, 2005; Berns et al., 2007; Kane, 2020). Methods of foreign representatives the method of "silent" learning (the silent way) is based on a structural approach in linguistics and a humanistic direction in psychology. The author of this method is K.Gattegno, who transferred his experience of creating a program for teaching mathematics and reading in his native language to the methodology of teaching foreign languages. The name of the method reflects the author's idea that the initiative in the lesson should come from students whose speech takes up most of the school time, and the teacher should speak as little as possible in the lesson (Berry, 1990; Block & Cameron, 2002; Brady & Gulikers, 2004). Learning in silence, as opposed to repetition and reproduction by the teacher becomes a technique that promotes mental activity and concentration of students when performing tasks. The use of the method of "quiet" learning has certain limitations, since it assumes a high degree of student interest and the presence of internal motivation. A positive feature of this method is the stimulation of students' independence and the use of various supports and visual aids in the learning process. The method of relying on physical actions (Total physical response - TPR) developed by psychologist Jit is based on structural linguistics, behaviorism, and the humanistic direction in teaching, as well as on the position of psychology on the coordination of speech and physical actions that accompany it (Flege et al., 1997; Hopp, 2010; Spahiu & Kryeziu, 2021). The method develops the ideas of the natural method. Its essence lies in the fact that when teaching a foreign language, it is necessary to simulate the process of mastering children's native language, which is assimilated in parallel with the performance of appropriate physical actions. The perception of structures is facilitated if it is accompanied by actions performed by the teacher and students (Chen, 2003; Peacock, 2001; Reves & Medgyes, 1994; Clark & Paran, 2007; Todd & Pojanapunya, 2009).

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