

## TEACHING ENGLISH WITH INSTRUCTIONAL METHODS FOR PRIMARY SCHOOL STUDENTS FROM FOUR SKILLS (READING, LISTENING, SPEAKING, AND WRITING).

Xujanova Nilufar

Masters student of Webster University.

<https://doi.org/10.5281/zenodo.13798900>

**Abstract.** This article delves into effective instructional methods for teaching English to primary students, focusing on the four key language skills: listening, speaking, reading, and writing. By incorporating innovative techniques and nurturing a love for the language, educators can equip young learners with the tools they need to confidently embrace the world of English.

Learning a new language can be a magical journey, especially for young minds. For primary school students, English holds a unique allure, opening doors to new worlds of literature, communication, and cultural understanding. However, navigating the complexities of a new language requires skillful instruction and engaging learning experiences.

**Key words:** methods, educators, lesson, vocabulary, instruction, read, teaching.

## ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ МЕТОДОВ ОБУЧЕНИЯ ДЛЯ УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ ПО ЧЕТЫРЕМ НАВЫКАМ (ЧТЕНИЕ, СЛУШАНИЕ, ГОВОРЕНИЕ И ПИСЬМО).

**Аннотация.** В этой статье рассматриваются эффективные методы обучения английскому языку для учащихся начальной школы, уделяя особое внимание четырем ключевым языковым навыкам: слушание, говорение, чтение и письмо. Внедряя инновационные методы и воспитывая любовь к языку, педагоги могут снабдить молодых учеников инструментами, необходимыми для уверенного восприятия мира английского языка. Изучение нового языка может стать волшебным путешествием, особенно для молодых умов. Для учеников начальной школы английский язык обладает уникальной привлекательностью, открывая двери в новые миры литературы, общения и культурного понимания. Однако для того, чтобы разобраться в сложностях нового языка, требуются умелое обучение и увлекательный учебный опыт.

**Ключевые слова:** методы, педагоги, урок, словарный запас, обучение, чтение, обучение.

---

## Introduction

For these four activities, I chose the fourth-grade students. Because I have two years of experience with working primary school students. Their first language is Uzbek. There are 15 students and 8 of them are boys. They learn English as a foreign language and they learn Russian as a second language. The majority of the pupils participate actively in the class. Their ages are nine or ten. Each student needs individualized attention from the instructor. Because their character is different. Through engaging games and vibrant handouts, they enjoy learning English. I try to make grammatical rules simple for students to understand by using real-world examples from their everyday lives. Furthermore, grades play a critical role in their learning process, and they want to study more after receiving good grades. In this instance, I make an effort to give them high marks in every lesson to increase their interest in English. A few pupils have difficulty pronouncing some words. However, pupils enjoy picking up new terminology. Hellman (2018) mentioned that words are not taught at random, and the texts used to teach new vocabulary belong to real didactic works.

Instead, the texts are either very good children's stories or real instructional texts that will captivate young readers. I teach them five to ten new terms in each lesson, each of which is written in a colorful picture. Lessons become more engaging and straightforward as a result. I also tailor my explanations to their interests and level of understanding. According to Eskey (2011), learning from written or printed material is the process of reading. They can understand easy texts and these texts contain 10 or 12 sentences. However, they do not know a lot of vocabulary to understand the full text. They can make sentences, but their vocabulary base and grammar knowledge are limited.

For each lesson, I give them writing tasks from their textbook. They can give questions to each other and they can communicate in English according to their level. However, they can not understand audio when they hear only one time. Richards (2003) said that many learners of English as a second or foreign language prioritize developing strong speaking and listening abilities, thus English teachers nowadays must be knowledgeable with the most recent methods for teaching these oral skills. In this case, I give them a chance to listen two or three times until they understand this audio, I try to enhance students' growing speaking and listening abilities by using techniques like visual aids, repetition, and simplified language input. These tactics will provide students with plenty of exposure, reinforcement, and support. Furthermore, role-plays, interactive exercises, and organized dialogues can assist students in developing their speaking and listening skills.

Increase pupils' reading skills through reading appropriate text for their level and age. This activity is not only for developing their reading skills but also their critical thinking skills. They should think about which words are important and, new words for them through reading the text.

Moreover, choosing words helps them how to make true decisions.

I chose the Silent Way approach for my activity. Abu-Remaileh (2018) mentioned that using the learners' personal experiences from their mother tongue is one of the methods of silent teaching. Without depending on their teachers, learners become autonomous. Student-centered teaching and learning methods are essential to the silent. Moreover, every P tries to participate in an activity and they will grade each other at the end of this activity. Numerous variables, including ESL competence level, targeted reading techniques, and reading goal, influence ESL reading comprehension (Evans, Hartshorn, & Anderson, 2010). Students can learn to discriminate, retain, and apply knowledge effectively by taking notes, underlining portions in readings with color, and paying attention to important details for learning that have meaning. Additionally, they give pupils mental images of the forms so that they may recall and invoke them as needed (Stevick, 1982). To assist them in identifying elements like the main concept, details, and vocabulary terms, we should teach children to highlight passages in color while they read. This activity is very helpful for my students to improve their critical thinking and reading skills. Through this activity, they should think creatively about collecting colors, which is suitable for words. This activity helps them be independent because they make decisions without asking for help from their T. In addition, they like colorful things and stickers, so try to use different colors for my activity so every student is interested in my activity.

According to Zhang (2010), cooperative learning is a methodical teaching approach where students collaborate in small groups to accomplish shared learning objectives. Students receive the chance to get valuable feedback from their classmates through cooperative writing assignments.

Through shared ideas and a variety of views, learners may pinpoint areas for development and improve their writing style. Due to its many advantages, cooperative learning is essential for improving writing abilities since it creates a collaborative atmosphere that promotes language learning and written expression. Exercises in creative writing can help students enhance their critical thinking abilities in addition to igniting their imaginations and boosting their excitement for writing (Stillar, 2013). In this activity, I choose a writing activity for developing their critical thinking ability and their writing skills. For fourth-graders to strengthen their writing and critical thinking skills, the "Think-Write-Pass" exercise is crucial. By sharing and debating their written ideas with classmates, students may participate in cooperative learning through the sharing component of this exercise. According to Richards and Rodgers (2001), each member of the group should work on and comprehend the same subject during team practice. In this case, choosing the same topic for all group members is essential in this activity. Students get the opportunity to practice writing down their ideas through the "Think-Write-Pass" exercise, which helps them become more confident in their capacity to explain their ideas clearly. Writing is essential to



children's overall development throughout the critical period of fourth grade. Working with their group helps them to enhance their writing skills and they learn how to work in groups.

I chose for this activity the audio-lingual method. According to Rilling (2018), ALM concentrated on teaching language via speaking and listening to dialogues and drills that demonstrated linguistic patterns in L2 the target language, which was always determined by an idealized standard of native speakers. Pujola (2002) reported that in a study involving novices, beginners opted to use textual help options, such as scripts, instead of using the rewind/replay functions while watching videos. Conversely, learners with higher proficiency levels used the rewind function. I chose this activity according to my student's level and age. Because this activity is not complicated for beginners, they just listen to different things and then they should put in order it. The activity helps students listen intently, pick out important information, and understand the flow of events by having them organize mixed parts of a dialogue in the right order. As they listen to different dialog pieces and mentally arrange them in the right order, they are engaging in mental processing. This activity helps them to improve their listening comprehension.

Additionally, they recommended strongly that ESL teachers aim for authenticity in their EAP activities, particularly by providing opportunities for students to interact with native speakers, practice listening to authentic lectures given by a range of speakers, and deal with vocabulary specific to genres, reading materials, and writing assignments( Ferris, D., and Tagg, T.,1996). In this case, I used authentic material for my learners and I read it for them to make my lesson more understandable.

Speaking exercises in fourth-grade classes can be effectively included within the framework provided by Communicative Language Teaching (CLT). Rather than referring to language learners' performance on discrete-point examinations of grammatical knowledge, Savignon (1972) adopted the term communicative competence to describe their capacity to communicate with other speakers and produce meaning. To support language development in young learners, it is essential to design speaking activities that are interesting, participatory, and meaningful. Speaking has always been a key component of language instruction, but in recent years, there has been a significant change in the way that speaking skills are perceived and taught (Richards, 2003). Speaking exercises are essential for beginners because they give students the chance to improve their oral language abilities. Engaging in speaking exercises helps beginners enhance their pronunciation. For my learners, I chose the "Guess who" activity to develop their listening and speaking skills at one time. Because when they give questions firstly they should listen and answer their question. Levis (2011) mentioned that the majority of students request extra pronunciation instruction in class because they believe it is crucial to learning to speak. For fourth

graders, the "Guess Who" speaking exercise would be crucial to their ability to pronounce words well and talk. Students may practice accurately constructing and pronouncing words and phrases by asking and answering questions about another person in this game. Additionally, it promotes attentive listening among students, which can enhance their comprehension of spoken English and their ability to listen. Additionally, by giving students the chance to connect and have fun with their friends, the "Guess Who" exercise can help them gain confidence while speaking English.

Fourth graders, who can be in the process of enhancing their language abilities and may be uncomfortable while speaking in front of others, might particularly benefit from this. In general, fourth grade students can use the "Guess Who" speaking game as a useful tool to develop their speaking and pronunciation abilities in a fun and encouraging setting.

#### **Activity 4. Speaking - Communicative Language Teaching (CLT) Method- Speaking skill with pronunciation skill**

**Speaking activity.** "Guess who"

##### **Objectives:**

Learning some words according to physical appearance and profession.

Improving their speaking skills and pronunciation skills.

##### **Materials Needed:**

Some cards were written by their teacher.

##### **Procedure:**

##### **Introduction [5min.]**

Through this activity, students can strengthen their vocabulary

Improve their speaking skills too.

##### **Preparation [5 min.]**

One of the Ss should come to the blackboard and choose one of the cards on the table. He or she acts like this person.

Then others will begin to ask questions about professions. For example, Are you a doctor?

Are you a singer? If it is true, this student says "yes" and sits in her/his place, and the next student will continue.

##### **"Guess who" activity [15 min.]**

Every S can participate in this activity



### Conclusion

Teaching English to young learners is a delightful challenge, one that requires a blend of creativity, structure, and a deep understanding of how children learn best. By carefully selecting and integrating diverse instructional methods, we can unlock the magic of language acquisition for primary school students. The Cooperative Language Learning approach in writing fosters critical thinking and collaborative skills, allowing students to express themselves with confidence and build on each other's ideas. The Silent Way in reading promotes a quiet exploration of language, encouraging students to observe, infer, and develop their own understanding. The Audio-Lingual Method in listening provides a structured framework for comprehension, enabling students to grasp the nuances of spoken English. Finally, the Communicative Language Teaching approach in speaking encourages spontaneous interaction and builds fluency, making language learning a joyful experience. By using these methods, we create a dynamic classroom where students are active participants in their own learning journey. We nurture not just language skills, but also confidence, critical thinking, and a love for the beautiful tapestry of English. With these tools, young learners are empowered to explore the world of language with enthusiasm and become confident communicators in the years to come.

### REFERENCES

1. Abu-Rmaileh, S. (2018). Silent Way.pdf
2. Eskey, D.E. (2011). *Reading and the Teaching of L2 Reading*. TESOL Journal, Vol.11, 5-9.
3. Hellman, A. B. (2018). Teaching Developing Vocabulary.pdf



4. Ferris, D., & Tagg, T. (1996). Academic listening/speaking tasks for ESL students: Problems, suggestions, and implications. *TESOL Quarterly*, 30(2), 297-320.
5. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford, England: Oxford University Press.
6. Levis, M. (2011). Integrating Pronunciation Into ESL EFL Classrooms.pdf
7. Richards, (2003). Current trends in teaching listening and speaking.pdf
8. Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge, England: Cambridge University Press.
9. Rilling, S. (2018). The Audio-Lingual Method. The TESOL Encyclopedia of English Language Teaching.
10. Stillar, S. (2013). *Raising critical consciousness via creative writing in the EFL classroom*. *TESOL Journal*, 4(1), 164-174.
11. Stevick, E. (1982). *Teaching and learning languages*. Cambridge, England: Cambridge University Press.
12. Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research*, 1(1), 81–3.