

The Impact of Teaching Methods on Developing English Language Skills in Non-Native Speakers

أثر أساليب التدريس الحديثة والقديمة على تنمية مهارات اللغة الإنجليزية لدى غير الناطقين بها

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الملخص :

تستكشف هذه الدراسة تأثير أساليب التدريس المختلفة المذكورة في البحث لاحقاً على تطوير مهارات الإنجليزية لدى غير الناطقين بها. مع تزايد أهمية اللغة الإنجليزية كأداة تواصل عالمية، تعد استراتيجيات التدريس الفعالة سواء قديمة أو حديثة ضرورية لتعزيز كفاءة المتعلمين في التحدث والاستماع والقراءة والكتابة. يقارن البحث بين أساليب التدريس التقليدية والحديثة، ويقيم فعاليتها في تحسين المهارات اللغوية للطلاب وتجاربهم التعليمية الشاملة. بالإضافة إلى ذلك، تدرس الدراسة التحديات التي تواجه المعلمون والمتعلمون في تطبيق هذه الأساليب وكيف تؤثر على اكتساب اللغة.

تهدف النتائج إلى تقديم رؤى حول ممارسات التدريس الأكثر فعالية، وتقديم توصيات لتحسين تدريس اللغة الإنجليزية لخدمة غير الناطقين بها بشكل أفضل. يساهم هذا البحث بالجهود المستمرة لتحسين تعليم اللغة، ويهدف إلى دعم تطوير أساليب تدريس عملية وقابلة للتكيف وتلبي احتياجات المتعلمين المتنوعين في مختلف البيئات التعليمية.

The Impact of Teaching Methods on Developing English Language Skills in Non-Native Speakers

By

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Abstract

This study explores the impact of various teaching methods on the development of English language skills in non-native speakers. With the growing importance of English as a global communication tool, effective

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teaching strategies are essential for enhancing learners' proficiency in speaking, listening, reading, and writing. The research compares traditional and modern teaching methods, evaluating their effectiveness in improving students' language skills and their overall learning experiences. Additionally, the study examines the challenges faced by educators and learners in implementing these methods and how they influence language acquisition. The findings aim to provide insights into the most effective teaching practices, offering recommendations for optimizing English language instruction to better serve non-native speakers. This research contributes to the ongoing efforts to improve language education and aims to support the development of practical, adaptable teaching methods that meet the needs of diverse learners in various educational settings.

Introduction

English language learning for non-native speakers is one of the challenges facing educational systems in many countries, especially in light of the rapid global transformations in the fields of technology and economy. With the increasing need to master the English language to facilitate global communication, it has become necessary to develop educational methods that keep pace with these challenges and help improve learners' efficiency in acquiring various language skills. Choosing the optimal teaching method is one of the basic factors that affect the development of English language skills. There are many methods adopted in teaching, such as interactive methods, traditional methods, and methods based on modern technology, each of which has a different effect on learners. In traditional methods, the teacher usually focuses on grammar, rules, and reading through sequential and direct methods. As for modern methods, they seek to stimulate active student participation through group and interactive activities, and modern technologies such as the Internet and educational software are used to stimulate self-learning.

This study seeks to understand the relationship between different teaching methods and learners' success in acquiring English language skills. By analyzing this relationship, the study will be able to provide answers

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about the most effective methods in improving students' listening, speaking, reading, and writing skills. The study also aims to shed light on the challenges faced by teachers and learners in applying different teaching methods, and to study how to enhance the effectiveness of these methods in various learning environments, including schools, universities, and training centers.

Study problem

The problem addressed in this study revolves around the challenge of identifying the most effective teaching methods for developing English language skills in non-native speakers. Despite the growing global importance of English, many learners continue to face difficulties in mastering the language, particularly in acquiring essential skills such as speaking, listening, reading, and writing. This issue is exacerbated by the variety of teaching methods employed across different educational contexts, ranging from traditional, teacher-centered approaches to more interactive, technology-driven methods.

The inconsistency of teaching techniques and the unclear knowledge of the best ways to develop language ability in non-native speakers constitute a serious issue. Low levels of interest, engagement, and eventually language learning might result from the employment of antiquated or inappropriate techniques. Furthermore, choosing and implementing teaching methodologies that may meet the unique demands of each student is made more difficult by their varied cultural, educational, and language backgrounds.

In order to discover which teaching strategies are most effective in improving learners' abilities and how these approaches can be modified to improve language learning outcomes across a range of educational settings, this study will examine how various teaching methods affect the development of English language skills in non-native speakers. By examining this issue, the research hopes to support the ongoing efforts to improve and optimize English language teaching strategies for non-native speakers.

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Aim of study

1. Identify the Most Effective Approaches to determine which teaching strategies are most successful in enhancing language proficiency and student engagement, taking into consideration factors such as learner motivation, classroom dynamics, and cultural differences.
2. Examine Challenges in Language Teaching to explore the challenges faced by educators and learners in implementing different teaching methods, including barriers related to resources, teacher training, and the adaptation of teaching practices to diverse learner needs.
3. Evaluate the Effectiveness of Different Teaching Methods to assess the impact of various teaching methods—both traditional and modern—on the development of key English language skills (speaking, listening, reading, and writing) in non-native speakers.
4. Analyze the Role of Technology in Language Learning to investigate how technology-driven teaching methods, such as digital tools and online learning platforms, contribute to improving English language skills and how they compare to traditional approaches.
5. Provide Recommendations for Educators to offer practical suggestions for language instructors on how to refine their teaching practices based on the findings, ensuring more effective English language instruction for non-native speakers.
6. Contribute to Educational Policy and Practice to provide insights that can guide educational institutions in selecting and implementing appropriate teaching methods that maximize language learning outcomes for non-native speakers.

Important of study

This study is important to improve the methods of teaching English to non-native speakers in the global education field. English has become an essential tool for communication in various fields, making mastery a necessary skill for all learners. Improving language learning outcomes is crucial for students to participate effectively in the global economy and communicate across different cultures.

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The study evaluates the impact of different teaching methods to identify the most effective strategies for improving basic language skills such as speaking, listening, reading, and writing. This can raise language proficiency levels and increase students' chances of academic and professional excellence. By identifying the most attractive and motivating methods, the study promotes a positive learning environment that encourages active participation in learning English.

The results of this study will guide decision-makers in developing curricula and teacher training programs that are more compatible with the best available educational methods. It will also help bridge educational gaps in English language teaching, especially in countries facing challenges in providing effective language education. In conclusion, this study is of great importance in improving educational methods for non-native English speakers, creating more inclusive and effective educational environments, and enhancing learners' abilities to succeed in today's changing world.

Question of study

1. How do traditional teaching methods affect the development of English language skills (listening, speaking, reading, writing) among non-native speakers?
2. How effective are modern methods such as interactive learning or the use of technology in improving English language skills among non-native learners?
3. How does the impact of teaching methods on English language skills differ among different age groups of learners?

Study hypotheses

Hypothesis 1: Modern teaching methods, such as interactive learning and the use of technology, contribute to improving English language skills (speaking, listening, reading, writing) more than traditional methods.

Hypothesis 2: The use of cooperative and group activities in teaching English enhances the speaking and listening skills of non-native English learners.

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Study methodology

Study Type:

It is a descriptive analytical study. This study aims to describe and analyze the impact of different teaching methods on the development of English language skills among non-native speakers. An analytical methodology is used to explore the relationship between teaching methods and learners' performance in different language skills, and to provide a comparison between traditional and modern methods to determine the most effective.

Study Methodology:

To conduct this study, the quantitative and qualitative approaches can be followed as follows:

Quantitative Approach:

Quantitative data are collected through tools such as a questionnaire that assesses language skills (listening, speaking, reading, writing) before and after applying different teaching methods.

Qualitative Approach:

Qualitative data are collected through personal interviews or focus groups with teachers and students, with the aim of understanding their opinions and experiences related to the impact of teaching methods on learning English. Content analysis through direct observation in classrooms to monitor the application of teaching methods and how students interact with them. Semi-structured interviews with teachers will be used to gain insights into the challenges and benefits related to the teaching methods used.

Sample:

A sample of non-native English speaking students from different educational levels (such as secondary or university levels) in diverse educational settings can be selected, teachers with varying teaching experiences can be included to provide deeper insights into the teaching methods used in the classroom.

Tools used:

1. Primary sources (Data Collection Tools):

a) Surveys

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Questionnaires are designed to assess students' English language skills before and after applying different teaching methods. The questionnaire includes questions related to the level of proficiency of the four skills: listening, speaking, reading, and writing.

Questions can include evaluative scales (such as a Likert scale) to measure students' satisfaction with the teaching methods and the extent to which they have improved their skills.

Questionnaires directed at teachers can be used to assess their experience with different teaching methods and how they are applied in the classroom.

2. Secondary Data Sources:

- a) Literature Review
- b) Educational Reports and Curriculum Documents.
- c) Statistical Data and Government Reports.
- d) Books and Scholarly Articles.

Study limitations

1. Time limit:

This study will be limited to the current academic year.

Data will be collected in a specific period to assess the impact of teaching methods on the development of English language skills among non-native speakers in this specific time period.

2. Geographical limit:

The study will be focused on secondary schools and universities in Egypt. The study may be limited to non-native English speakers in English as a second or foreign language programs.

literature review

English as an International Language

Undoubtedly, there has been a significant shift in the global perception of English in recent years. The aggressive expansion of English at the expense of other languages is frequently criticized in forums dedicated to multilingualism and the preservation of the world's wealth and diversity of languages. As a result, some academics have dubbed it a "killer language" Pakir, A. (1991), and a "tyrannosaurus rex". Swales, J.M. (1997) Linguists in

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less politically charged fields are also focusing on English's current status as a global language Crystal, D. (1997), and creating models that allow us to make educated guesses about how it will grow in the future . Graddol, D. (1997).

Similarly, the fact that more people speak English as a second language (L2) than as their mother tongue is becoming more widely accepted by language researchers and educators. As a result, they are embracing the idea that English is no longer solely owned by native-speaking communities, but rather that newly arrived members of the English-speaking community (i.e., non-native speakers) share ownership of the language and have a right to be heard in matters that affect it . Widdowson, H.G. (1994) Although the entire impact of such a revolutionary concept is yet to be seen, a recent research by Major et al. (2002), which was commissioned and sponsored by the ETS, shows that significant changes are beginning to occur in the fields of language testing and instruction. The authors of that study compare the scores of four different versions of the Test of Spoken English achieved by speakers of English, Chinese, Japanese, and Spanish. One version features a recorded passage produced by native speakers of American English, while the other three versions are produced by speakers of the languages represented in the test-takers' sample. The study's possible ramifications are significant, despite the fact that the findings and the authors' interpretations are far from definitive. Even more important, though, is the fact that the study was conducted in the first place, demonstrating a growing recognition of the vast number of non-native English speakers and the necessity of including their perspectives in the mainstream of English language instruction and assessment.

The term "World English" is frequently used in the literature along with "English as an International Language" (EIL) and "English as a Lingua Franca" (ELF), though opinions on the appropriateness of these terms vary . Modiano, M. (1999) This is another sign of the growing interest in the global expansion of English. For example, the phrase "lingua franca" is not supported by Eoyang, who believes it is associated with the notion of an

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impure linguistic mix. Eoyang proposes three methods to be global in relation to the use of the phrase "World English": "through universality, wide- spread comprehensibility, and comprehensively" .

After discussing this distinction further, he concludes that "English is far from being a universal language" (ibid.) and is not thought to be particularly widely comprehensible. Accordingly, Eoyang comes to the conclusion that the language's size—that is, its comprehensibility—is what gives it the right to be referred to as World English. However, his assertion is undermined by a consideration of the advantageous economic outcomes of the liberal approach to the incorporation of new vocabulary items from other languages that English speakers (and more recently, Japanese speakers) have historically followed. The statement "languages of 'wider communication' have no special linguistic capabilities to recommend them; they are simply the varieties of those who have power and prestige" response to such any assertion.

Modiano (1999) focuses on the concept of EIL, whereas Seidlhofer (2001) is more enthusiastic about the designation of English as a lingua franca. As the result of a process of macroacquisition by several speech communities worldwide, Brutt-Griffler (2002) has lately made a significant addition to our understanding of the evolution of World English. Her opinion runs counter to Phillipson's (1992) groundbreaking study on linguistic imperialism, which held colonial governments accountable for the globalization of English usage. Brutt-Griffler examines the English language's expansion from the perspective of its primary participants, whom she does not perceive as passive colonial language receivers but rather as active language appropriators.

According to her, the desire of whole speech groups worldwide to learn English as part of their fight to be released from their colonial burden is the main factor behind English's rise to prominence as the preferred language on a global scale. She argues rather rationally that colonized people have exploited the language of the colonizers as a crucial weapon in their search for independence, despite the seeming inconsistency. Although

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Kachru's (1983, 1990) research on indigenized varieties of English forms a significant part of Brutt-Grilller's arguments, she incorporates Kachru's ideas into her comprehensive framework of language change as an expression of common language acquisition by whole speech communities, or macroacquisition, which results in bilingualism rather than language extinction.

Even while EIL as a whole is still far from becoming a clear-cut, cohesive language variety, efforts are being undertaken to identify its fundamental characteristics. Jenkins (2000) has taken on the challenging task of characterizing the phonology of such an international variety of the language. While her suggestions are not universally accepted by the linguistics community, they provide insightful concepts that will spark discussion and ultimately help EIL become a recognized variety.

Notwithstanding the efforts made by various EU members to preserve and advance their respective national languages, as well as the absence of any official language planning or strategy by EU authorities, this variety is growing (Ammon 1994). English is really becoming the de facto working language and most widely spoken lingua franca in the EU as a result of this lack of strategy. Ammon, U. (1994)

Language Acquisition

The process by which language is learned, including communicative abilities and the mental processes involved in understanding or applying language, is referred to as language acquisition. This process of growth may be broken down into a few distinct phases, and most learners begin by learning the language in its spoken form before progressively progressing from comprehension to production. Matsuda, A., & Bayyurt, Y. (2021)

In essence, learners are exposed to the language through hearing and observation, where they embrace the language's aural qualities. They acquire new vocabulary and grammatical patterns as they grow more fluent in the language and improve their comprehension of spoken language. By transitioning to the use of language for both writing and speaking, students reach the last stage of language comprehension. There are a number of

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theoretical frameworks that shed light on the subject of language accomplishment and explain how language learners become proficient. As we shall see, all three theories behavioral, nativist, and interactionist are all somewhat correct since they all characterize learning as a synthesis of the learner's innate skills and the environment in which they are immersed. Anyone who wants to educate and turn a child's classroom into a learning environment with teaching approaches that are in line with the developmental process of language acquisition must have a thorough understanding of these phases and beliefs. The behaviorist idea states that when students are exposed to new language, they will acquire it by rating or mimicking what they hear from a first attendant. Nghi, T. T., & Khuong, L. Q. (2021) According to the interactionist perspective, having meaningful connections with other people is essential for language development. Candan, K., & Inal, D. (2020).

English Language Teaching (ELT) Methods

Due to profound shifts in the way language learning occurs, teaching English as a foreign language has undergone significant change throughout time. To the degree that teaching in this category assumes the significance of meaning in usage, techniques such as the grammatical Translation Method heavily emphasize vocabulary and grammatical rules. Candan, K., & Inal, D. (2020). This approach may provide students a thorough understanding of the concepts, but it may not be able to support them in developing effective communication skills. Furthermore, the Audiolingual Method places a lot of emphasis on drills and drill imitation, the main goal of which is to build language habits. However, because students hardly ever get the chance to put what they have learned into practice in the learning environments that the curriculum writers envisioned, this method has been criticized by a number of academics for being irrelevant to real-life practice. Because of this, skeptics and critics have helped to develop innovative teaching and learning strategies that are appropriate for students in the modern, globalized world. However, two additional more modern teaching philosophies that emphasize interaction and language usage are

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Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). According to Floris and Renandya (2020), CLT teaches students how to effectively communicate so they may use their acquired information, skills, and competences in authentic situations. TBLT improves learners' language usage in a more practical way, whereas TBLA teaches through the completion of certain activities. Budiana, K. M., & Yutanto, H. (2020). In order to improve language and student cognition, topic and Language Integrated Learning (CLIL) integrates language education with another topic area. Vraciu, A., & Curell, H. (2023). By highlighting the importance of vocabulary and phrasing in language acquisition and recommending that students pay particular attention to learning collocations and enforced grammatical rules, the Lexical method expands on the ideas of the communicative method. Azimova, D., & Solidjonov, D. (2023).

Impact of English as a "Lingua Franca" to non-native teachers of English

The ability to communicate with one another through a Lingua Franca is one way that the English language has benefited its speakers. The ESL/EFL speakers give back to the native speakers by giving them a decent source of income in addition to increasing the number of speakers, making English a global language, and by hiring non-native English teachers. Examples of this type of revenue generation include creating instructional materials, running training courses, sending specialists and consultants, creating language assessments, and setting up language schools. The way that English is taught and spoken in different countries varies. Numerous academics have tried to take into consideration the teaching of English as a second or foreign language, the roles performed by non-native instructors, and other factors (Braine, 2005; Crystal, 2003; Graddol, 2006; Moussu and Llurda, 2008). Braine considered writing a follow-up book that would include the experiences of these instructors from all around the world after reading the manuscripts for his earlier anthology, *Non-Native Educators in English Language Teaching* (1999). Chapters from Brazil, China, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Japan, Lebanon, Poland,

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Saudi Arabia, Singapore, Sri Lanka, and Turkey are included in the book, which was compiled in 2005.

Every chapter has a similar structure, with the history of English language instruction in a given nation being covered first, followed by the present ELT curriculum and the autobiography or biography of an English teacher in that nation. India stands apart among these nations in a number of ways. Its population is the second biggest in the world, and it has the most official languages (18) and "major" languages (350) in a single nation. It also likely has the most non-native English speakers. Babu, B. 2003 Most linguists (*ibid*) concur that around 4% of India's population—37 million according to current statistics—speaks English, despite the fact that precise estimates of English speakers are hard to come by. But according to a 1997 poll conducted by the regional publication *India Today*, just 20% of Indians said they could comfortably speak English, despite nearly one-third saying they could comprehend it. Baker, A. 1977)

The function of Indian researchers extends beyond promoting English learning, teaching, and usage; they also successfully identify obstacles in the many facets of spoken English instruction and offer or propose useful remedies. The Central Institute of English and Foreign Languages in Hyderabad, India, hosted a National Seminar in 1999 with the aim of discussing a variety of subjects that are connected to college-level spoken English instruction. The majority of the fifteen topics that are displayed have to do with specific practicals and how teachers approach them. The argument over the difference between native and non-native speakers is a major theme in the literature on non-native English speakers. The question of "who is best qualified to teach English—the native teacher or the non-native teacher?" has long been asked. .Canagarajah, S. 1999)

Numerous studies have shown the relative advantages and disadvantages of native and non-native instructors (Braine 1999, Kamhi-Stein 2004; Widdowson 1994). Others (Kachru and Nelson 1996, Amin 2004; Cook 1999; J. Liu 1999; Lazaraton 2003; Rampton 1990; Davies 1991) have offered opposing viewpoints on the native/non-native distinction

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or argue that it is overly straightforward and ignores the rich complexities involved in language use. According to Widdowson (ibid), native speakers are thought to possess appropriate, true English and are presumed to be more linguistically competent than non-native speakers. He contends that teaching English is an art, a talent that must be acquired, rather than a biological trait.

Many studies looking at the challenges of learning English as a second language have recently proposed a variety of methods and solutions to assist EFL students in overcoming these challenges and enhancing their language skills, including:

Cultural variations are one of the difficulties that English language learners encounter during the learning process; these differences frequently cause the learners to feel uneasy. A group of learners masters a sufficient amount of vocabulary words and has a strong command of understanding. However, because of cultural differences, they are unable to comprehend different phrases and sentences. Abdullah, S. (2015)

one learner retains his/her own distinct skill and capability differentiating them from one other. This relates to certain abilities that each student finds enjoyable in managing their intelligence to enhance the language learning process. Each student has different challenges when learning a second or foreign language, which are influenced by their own aptitudes. NEA Education Policy and Practice. (2007) Additionally, students have several challenges when attempting to acquire English as a second language. To enhance English language acquisition, four key competencies are essential. appropriately, but it is up to ESL students to effectively and completely grasp such abilities. Since they are closely linked to the results of language acquisition, personal orientations like self-assurance and optimistic thinking aid in the learning process when the aforementioned orientations are in question. Accordingly, if the English language learners are confident and don't hesitate to make errors, they will surely learn from them. Yee, M. K and Zainolabidain M.J. (2014).

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According to Adas and Bakir (2013), online resources and the use of English websites are better ways to learn the language because they allow students to communicate directly with native English speakers. Numerous academics have studied the acquisition of second or foreign languages, and some have concluded that the environment has a significant impact on language acquisition. It relies on how teachers organize their classes to foster candid conversations that give students the confidence to use language freely and advance their proficiency. Bingol M, N. Y. (2014).

Kannan (2009) Furthermore, anxiety is another element that presents difficulties for English language learners, reducing their strength and resulting in a lack of confidence. Banks (2008) There is a connection between intelligence and learning a second or foreign language. According to some academics, clever people can learn a second or foreign language more successfully. Brown, H. (2007).

Reasons for English learning

Individual Benefit English language proficiency is highly beneficial for achieving personal objectives including landing a job, communicating effectively with others, and advancing one's career. English is therefore beneficial for visitors to English-speaking nations as it makes it easier for them to comprehend and get beyond language barriers Marcos, K. (2001).

Difficulties of learning English as a second language

Since students must study every facet of a new language, including its structure and culture, learning a second or foreign language is a drawn-out and challenging process. Bamford, K. W., and D. T. Mizokawa. (1991) Numerous individuals from all over the world attempt to learn English, but they face both language and cultural obstacles at the same time. Every kind of difficulty contributes to the impact on language acquisition, posing challenges for these students. Thus, this study demonstrates the primary challenges that students have when they begin learning English. I bring up such challenges since they all have an impact on learning. Indeed, there are several challenges, including

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- **Negative Transfer**

When translated into the target language, negative transfer refers to the use of the source language's structure. The speaker's original tongue is known as the source language, while the second language is known as the target language. Every language has a structure, and learners try to use the framework of their first language when learning a second language. When learning a second or foreign language, English learners should be conversant with its structures. This is due to the fact that linguistic structure greatly affects learning. Learners will experience poor transfer and ambiguity in the language if they employ incorrect structures. However, some students are indifferent to this matter, thus the learning outcome will be unfavorable. For instance, Arabic and English have different grammatical structures. Marcos, K. (2001)

- **Accent**

Accents are another challenge that English language learners may encounter when learning the language. The way you pronounce words is known as your accent. There are several accents of English, including American, British, Australian, and others. Different accents can be problematic for students since they likely make it difficult for them to understand. Brown, H. (2007).

- **Cultural Differences**

Feelings of belonging and non-belonging to a certain community with a history, language, legacy, and mythology are all part of culture. Nearly every society has a unique culture that sets them apart from others. It is impossible to overlook the importance of culture in language acquisition since, in certain cases, learners may be fully conversant in the vocabulary and other facets of the second language yet struggle to fully comprehend the meaning of the phrases or expressions.

Background knowledge on the community and culture is therefore crucial. English language learners need to be aware of the following: Does English culture relate to the United States, Britain, Canada, Australia, or South Africa? For the reader, it seems unclear.) Culture: because certain

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vocabulary belonging to certain societies might occasionally provide difficulties for learners. It takes familiarity and cultural understanding to understand these vocabulary. Thus, cultural differences present additional challenge for language learners. Rhalmi, M. (2014).

- **Slang and Colloquialism**

Slang and colloquialism are examples of casual language usage. There are many slang and colloquial terms in the English language, which presents additional challenge for language learners. It is sometimes difficult for them to master all of these idioms. Derwing T. M. and. Munro M. J. (2017)

- **Arbitrary language**

Yule (2014) asserts that English is an arbitrary language, meaning that there is no connection between form and meaning. However, the term "dog" does have a connection between form and meaning. Additionally, according to Al-khasuwneh (2010), there is no link between a term and its object in the English language; this arbitrary nature is another issue that affects English language learners.

- **Attitude**

Feelings are intimately linked to attitude. Personal characteristics are one of the primary elements that significantly influence language learning outcomes. Early on in the process, some English language learners have negative reactions to the language, which can result in tension, anxiety, a fear of making mistakes, a lack of enthusiasm, and a lack of self-confidence. These emotions lead to a pessimistic outlook and improper language acquisition. In order to succeed in learning a language, students should avoid being overcome by negative emotions since they create a skewed perception of the language. In the meantime, they are urged to build friendly relationships rather than negative reactions. Rhalmi, M. (2014).

- **Environment**

The term "environment" describes the classroom setting, geographic location, culture, and thinking processes in which language learners acquire the language. The size of the classroom and the learning environment must be carefully taken into account when learning a language. Allowing students

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to engage freely and in a safe setting is a suitable and ideal way to learn.

Hayat Al-Khatib, M. A. (2009) It is the duty of educators to establish a secure setting for students to experience the language they have just learned. Students' significant involvement and anxiety are caused by a well-designed atmosphere and unrestricted classroom engagement. Bingol M, N. Y. (2014)

- **Grammar and Vocabulary**

There are several rules in English grammar, and each one is used in a particular context. Because improper grammar usage causes misunderstandings, students must be conscious of their grammar usage when speaking. The grammatical rules of the English language are complex. There are several rules and exceptions when it comes to English grammar. Due to the intricacy of grammar, pupils find it challenging to employ and generate appropriate grammatical tenses and phrases. As is well known, poorly written sentences give the recipient the incorrect impression. Since grammar alters the meaning of communication, students must follow the rules. Because of this, even native speakers sometimes find English grammar difficult, making it more difficult for non-native speakers. English language learners may struggle with English grammar; they understand the rules but find it challenging to apply them effectively. Because English has a vast vocabulary and lexicon, it can be challenging for learners, particularly those who are just beginning to study the language, to grasp too many vocabularies. The learning process is further complicated by the fact that a word in English can have several meanings and that those meanings vary depending on the context. Because English contains so many words with many meanings in various settings, learning all of these meanings makes the student bored. Bingol M, N. Y. (2014)

- **Pronunciation**

Pronouncing target language words correctly might be another difficulty for learners. Second or foreign language learners must nevertheless pronounce the sounds correctly even when it is challenging for them to do so like native speakers. Additionally, because particular sounds or phonetics may not be present in the first language, pronunciation is closely tied to the

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first language, which can be challenging for learners. Additionally, learners struggle with sounds that are pronounced differently in different words. Brown. H. (2007).

• LANGUAGE LEARNING STRATEGIES

Steps that students can do to get beyond language learning obstacles are included in language learning techniques. According to Chamot (2005), strategies are "procedures that facilitate a learning task" in general. Living in a place where they do not speak the target language may be quite overwhelming for many ESL students; it can be frustrating since they are unable to grasp the language.

Metacognitive Techniques Metacognitive strategies are techniques that assist students in figuring out how to learn, specifically how to plan and think about learning. Because they let the learner think on their own, metacognitive techniques have a direct effect on the learning process. The following materials are part of **metacognitive methods** and can be used in the classroom:

- 1 -Advance organizers: this refers to planning and preparation before any action.
- 2 -Self-evaluation: this refers to everyday appraisal.
- 3-Self-management: having a thorough awareness of the classroom's circumstances and atmosphere.
- 4- Self-monitoring: closely examining every circumstance to gauge performance improvement.

Mental Techniques When assessing pupils that struggle with learning, cognitive techniques are the most useful instruments. This phrase generally refers to mental processes that aid in the learning process. Cognitive techniques are particularly helpful since they involve a significant work and boost efficiency. Using these techniques to bridge the gaps between the students and the difficulties is a very sensitive part of the teacher's job. Among these tactics are a few crucial tasks: Repetition is the process of practicing and working out using speech exercises and visual assistance. Elaboration: By including additional background information,

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students should attempt to broaden and elucidate the subject material. Transfer students must make the target material simpler and convey it in an easy-to-understand manner. Imagery is the process of creating meaningful information in the target language via the use of visuals, sounds, or pictures. Working in groups is a terrific way to boost confidence and is beneficial for those who are hesitant when learning a language. Hayat Al-Khatib, M. A. (2009).

Socio-Emotional Techniques

Socio-affective methods are not academic; rather, they apply to the interaction between students and society. The attitudes and actions that are somewhat connected to society as a whole are completely addressed by this approach. In this case, learning results are greatly influenced by the community and society. These tactics center on how the community interacts with students and supports their language learning. Working in pairs and engaging with others, as well as those in the learners' immediate vicinity, are examples of socio-affective methods. Hayat Al-Khatib, M. A. (2009).

Teacher Language Proficiency

Although there are no widely accepted standards for identifying certified or expert instructors, it is challenging to define teacher expertise. Brown. H. (2007). Everyone agrees that instructors benefit from having a high level of English proficiency (e.g., Butler, 2004; Faez and Karas, 2017). High levels of English proficiency have several advantages since they enable teachers to give their pupils relevant and useful language input (Richards, Conway, Roskvist, Harvey, 2013) and act as role models for students. Teachers' confidence in their abilities to teach might be influenced either favorably or unfavorably by their language skills. Gaber, E.H. (2006).¹However, inadequate language proficiency among teachers can hinder their ability to teach English in English, identify student mistakes, and possibly lead to teachers using incorrect language on a regular basis. Tsui, A.B.M. (2009). However, the importance placed on teachers' language skills has led

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to native speakers being valued more highly than NNESTs, a phenomenon known as native-speakerism. Chacon, C.T. (2005)

a philosophy that gives preference to native speakers over teachers based on their country of birth and occasionally skin color. Among other things, the native-speakerism concept and the native/non-native dichotomy have been challenged for failing to adequately represent a variety of fluid linguistic identities. Farrell, T.S.C., & Richards, J.C. (2007) detrimental effects on NNESTs' career prospects (e.g. Kamhi-Stein, 2018; Mahboob, 2010) and encouragement of a deficit perspective of NNESTs (e.g. Pennycook, 2002). However, because there isn't any widely accepted name, the NNEST term is still used in the literature.

Survey results

First dimension results : Effectiveness of Traditional Teaching Methods on English Language Acquisition.

The following survey was conducted to gather data on the effectiveness of traditional teaching methods in improving English language skills among non-native speakers. The survey includes questions regarding student engagement with traditional teaching methods, such as lectures, grammar exercises, and class activities. A sample of 100 students from various educational levels (e.g., secondary and university) was selected to provide diverse insights into the impact of these teaching methods on language proficiency. **The results** of the survey suggest that most students do not feel sufficiently engaged in traditional English lessons, and these methods appear to be less effective in fostering skills such as speaking and critical thinking. Traditional teaching is also seen as lacking in its ability to address individual learning needs and to encourage independent learning. Additionally, students report that vocabulary retention and listening comprehension are not significantly enhanced through traditional methods, though grammar exercises are perceived as somewhat effective. Overall, the results indicate that traditional methods may not be the most effective way to support language development for all learners.

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Second dimension results :The Role of Interactive and Communicative Teaching Approaches in Enhancing Language Proficiency.

The following survey was conducted to assess the impact of interactive and communicative teaching approaches on the development of English language skills among non-native speakers. The sample consists of 100 students from various educational levels who were asked to respond to a series of questions regarding their experiences with interactive activities, group discussions, role-playing, and other communicative methods in English lessons. The goal was to understand how these methods contribute to skills such as speaking, listening, vocabulary retention, and overall language proficiency.

The survey results indicate that a majority of students find interactive and communicative activities to be highly beneficial in improving their language proficiency. Activities such as group discussions, role-playing, and debates are particularly effective in boosting confidence, enhancing speaking skills, and helping with vocabulary retention. Additionally, students report greater engagement and motivation when lessons involve communication and interaction rather than traditional lectures. These findings suggest that interactive and communicative teaching approaches play a significant role in enhancing various aspects of language learning, including speaking, listening, and cultural understanding.

Third dimension results: Technological Tools and Digital Resources in Language Skill Development.

The following survey was conducted to assess the impact of digital tools and resources on the development of English language skills among non-native speakers. A sample of 100 students participated, answering questions about their use of digital tools such as apps, websites, online platforms, and multimedia resources in language learning. The purpose was to examine how digital tools contribute to vocabulary building, grammar skills, speaking, listening, and overall language proficiency.

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The survey results reveal that digital tools have a significant impact on language learning. A large percentage of students use apps, websites, and online platforms frequently to practice their English skills. Among the most valued tools are language-learning apps (such as Duolingo and Memrise), which students find highly useful for enhancing proficiency. Digital resources are reported to be especially effective for improving speaking and listening skills, with video conferencing tools and language games being particularly helpful in this regard.

Results

The study aimed to explore the influence of various teaching methods on the development of English language skills in non-native speakers. The results highlight significant findings about the effectiveness of traditional methods, interactive approaches, and digital tools in enhancing language proficiency. Below is a summary of the key results:

1. Traditional Teaching Methods

Traditional teaching methods, including lectures and grammar exercises, were found to be somewhat effective in enhancing students' English skills. However, students generally reported limited engagement with these methods. While vocabulary and grammar were improved to some extent, the methods did not significantly contribute to speaking and listening skills. A large proportion of students felt that traditional methods were insufficient in fostering speaking skills and were less effective in addressing individual learning needs. However, students felt that these methods provided some structure for learning new vocabulary and improving reading comprehension.

2. Interactive and Communicative Approaches

Interactive and communicative approaches, such as group discussions, role-playing, and debates, received positive feedback from students. Many participants felt that these activities significantly enhanced their speaking and listening skills. Students reported higher levels of engagement and confidence in expressing their opinions in English after participating in these activities. These methods were also noted for

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helping students retain vocabulary better and increasing their motivation to practice outside of the classroom. A majority of respondents believed that communicative methods improved their overall fluency and understanding of the cultural aspects of the language.

3. Technological Tools and Digital Resources

The use of digital tools, including language-learning apps, online courses, and multimedia resources, was shown to have a strong positive impact on students' English language development. Students frequently used apps like Duolingo, websites, and podcasts for practicing speaking, listening, and reading skills. Digital tools were found to significantly enhance vocabulary acquisition and grammar understanding, with online grammar-checking tools like Grammarly being particularly helpful for writing. Moreover, video conferencing tools and online discussions were considered very effective for practicing spoken English. A large percentage of students felt that technology made learning more enjoyable and accessible, with frequent use of digital flashcards and language games contributing to better vocabulary retention.

4. Comparative Effectiveness

The comparative analysis of traditional methods, communicative approaches, and digital tools indicated that a blend of all three methods yields the best results. While traditional methods offer foundational knowledge, interactive and communicative approaches significantly boost active language use, and digital tools provide an engaging and flexible way to practice outside the classroom. Students who were exposed to a combination of these methods reported higher overall satisfaction and a greater improvement in language proficiency.

Conclusion

The study concludes that interactive teaching approaches and the use of digital tools have a more substantial impact on developing English language

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skills compared to traditional methods. While traditional methods serve as a good starting point, integrating communicative techniques and technological resources leads to more effective and engaging learning experiences. Based on these results, educators are encouraged to adopt a hybrid approach that incorporates both traditional and modern teaching methods to maximize language development for non-native speakers.

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