

THE PRACTICE OF ENGLISH LANGUAGE TEACHING: CONTEMPORARY APPROACHES AND CLASSROOM APPLICATIONS

Kulimova Malika Salievna

Assistant teacher of institute of agriculture and agrotechnologies of Karakalpakstan

Abstract

The practice of English language teaching (ELT) has undergone significant transformations in response to globalization, technological advancement, and evolving theories of language acquisition. Modern English language teaching emphasizes communicative competence, learner-centered instruction, and the integration of authentic language use in classroom contexts. This article explores the theoretical foundations, methodologies, and practical applications of English language teaching. It examines the roles of teachers and learners, the impact of technology on language education, and the challenges faced in contemporary classrooms. The study highlights the importance of adopting flexible and innovative teaching strategies to enhance learners' linguistic proficiency and communicative effectiveness. The findings suggest that successful English language teaching requires a combination of pedagogical knowledge, reflective practice, and continuous professional development.

Keywords: *English language teaching, communicative competence, ELT, language acquisition, teaching methodology, classroom practice*

Introduction

English has become the dominant international language in education, business, science, and technology. As a result, the demand for effective English language instruction has increased worldwide. The practice of English language teaching involves more than the transmission of linguistic knowledge; it encompasses the development of learners' communicative abilities, cultural awareness, and critical thinking skills.

The field of ELT has evolved from traditional teacher-centered approaches to more interactive and learner-centered methodologies. Modern language classrooms emphasize meaningful communication, collaboration, and authentic language use. Understanding these developments is essential for educators who seek to improve learning outcomes and meet the needs of diverse learners.

Theoretical Foundations of English Language Teaching

English language teaching is supported by several theories of language learning and acquisition. Behaviorist theories emphasize habit formation through repetition and reinforcement. Cognitive theories focus on mental processes involved in learning, while constructivist perspectives view learning as an active process of knowledge construction.

One of the most influential concepts in ELT is communicative competence, introduced by Hymes (1972), which refers to the ability to use language appropriately in different social contexts. This concept has significantly influenced modern teaching practices, encouraging educators to focus on both linguistic accuracy and communicative effectiveness.

Additionally, Krashen’s Input Hypothesis highlights the importance of providing learners with comprehensible input slightly above their current proficiency level, while Vygotsky’s sociocultural theory emphasizes the role of interaction and collaboration in language development.

Major Approaches in English Language Teaching

Grammar-Translation Method

The Grammar-Translation Method focuses on the study of grammatical rules and translation exercises. While effective for developing reading and writing skills, it often provides limited opportunities for oral communication.

Direct Method

The Direct Method encourages the use of English as the primary medium of instruction. Learners acquire language through listening and speaking activities without relying heavily on translation.

Audio-Lingual Method

The Audio-Lingual Method is based on behaviorist learning principles and emphasizes repetition, drills, and memorization. Although it improves pronunciation and structural accuracy, it may not adequately promote spontaneous communication.

Communicative Language Teaching (CLT)

Communicative Language Teaching is one of the most widely adopted approaches in modern ELT. It prioritizes meaningful interaction and real-life communication. Activities such as role-plays, discussions, interviews, and problem-solving tasks help learners develop communicative competence.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching focuses on completing meaningful tasks using the target language. Learners acquire language naturally while working toward communicative objectives, making language learning more relevant and engaging.

The Role of the English Language Teacher

In contemporary ELT, teachers act as facilitators, guides, and motivators rather than sole providers of knowledge. Their responsibilities include:

- Designing learner-centered lessons.
- Creating opportunities for meaningful communication.
- Providing constructive feedback.
- Assessing learner progress.
- Encouraging learner autonomy and critical thinking.

Effective teachers adapt their instructional methods according to students' needs, learning styles, and proficiency levels.

Technology in English Language Teaching

Technology has become an essential component of English language education. Digital tools such as language learning applications, virtual classrooms, multimedia resources, and online collaboration platforms provide learners with opportunities for independent and interactive learning.

Technology offers several advantages:

- Increased learner engagement.
- Access to authentic language materials.
- Opportunities for personalized learning.
- Enhanced communication and collaboration.
- Immediate feedback through digital assessment tools.

However, successful integration of technology requires appropriate teacher training and careful selection of educational resources.

Challenges in English Language Teaching

Despite advancements in methodology and technology, English language teachers face numerous challenges:

Learner Diversity

Students often have different linguistic backgrounds, learning styles, and proficiency levels, making it difficult to meet all learners' needs simultaneously.

Motivation and Anxiety

Many learners experience language anxiety, fear of making mistakes, or lack of motivation, which can negatively affect language acquisition.

Limited Resources

In some educational contexts, insufficient materials, technology, and professional development opportunities hinder effective teaching.

Assessment Issues

Balancing the assessment of grammatical accuracy with communicative competence remains a challenge for educators.

Strategies for Effective English Language Teaching

To improve learning outcomes, teachers should:

1. Use communicative and task-based activities.
2. Integrate technology effectively.
3. Promote learner autonomy.
4. Encourage collaborative learning.
5. Provide continuous formative feedback.
6. Create supportive and inclusive learning environments.
7. Engage in ongoing professional development.

These strategies contribute to meaningful learning experiences and help learners develop confidence in using English in real-world situations.

Conclusion

The practice of English language teaching continues to evolve in response to educational, technological, and societal changes. Contemporary approaches emphasize communication, interaction, learner engagement, and the practical use of language. Effective English language teaching requires a combination of theoretical understanding, pedagogical expertise, and reflective practice. By adopting innovative methodologies and addressing classroom challenges, teachers can facilitate successful language learning and prepare students for participation in a globalized world

References

1. Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education.
2. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
3. Hymes, D. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. Penguin Books.
4. Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
5. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.
6. Lightbown, P. M., & Spada, N. (2021). *How Languages Are Learned* (5th ed.). Oxford University Press.

7. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.
8. Ur, P. (2012). A Course in English Language Teaching. Cambridge University Press.
9. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.