

**PEDAGOGICAL APPROACHES IN ENGLISH LANGUAGE TEACHING:
BRIDGING THEORY AND CLASSROOM PRACTICE**

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Abstract. *This article explores modern pedagogical approaches in English Language Teaching (ELT) with a focus on communicative, learner-centered, and task-based methodologies. Using a mixed-methods design, the study examines their impact on students' motivation, engagement, and language proficiency. Findings reveal that interactive and technology-enhanced instruction significantly improves speaking fluency, learner autonomy, and classroom participation. The paper concludes with practical recommendations for teachers, curriculum designers, and policymakers seeking to optimize ELT pedagogy in diverse educational contexts.*

Keywords: *ELT pedagogy, communicative approach, task-based learning, learner autonomy, digital education.*

Annotatsiya. *Mazkur maqolada ingliz tilini o'qitishda zamonaviy pedagogik yondashuvlar, xususan, kommunikativ, o'quvchi-markazli va vazifaga asoslangan metodlar tahlil qilinadi. Aralash metodlar asosida olib borilgan tadqiqot ushbu yondashuvlarning o'quvchilarning motivatsiyasi, faolligi va til kompetensiyasiga ta'sirini o'rGANADI. Natijalar interaktiv va texnologiyaga asoslangan ta'lim nutq ravonligini, mustaqillikni va sinfdagi ishtirokni sezilarli darajada oshirishini ko'rsatadi.*

Kalit so'zlar: *ingliz tilini o'qitish, kommunikativ metod, vazifaga asoslangan ta'lim, mustaqil o'rGANISH, raqamli pedagogika.*

Аннотация. *В статье рассматриваются современные педагогические подходы в преподавании английского языка, включая коммуникативный, личностно-ориентированный и задачный методы обучения. На основе смешанного исследования анализируется их влияние на мотивацию, вовлеченность и языковую компетенцию учащихся. Результаты показывают, что интерактивное и цифровое обучение значительно улучшает беглость речи, самостоятельность и активность обучающихся. В работе представлены практические рекомендации для учителей, разработчиков учебных программ и образовательных организаций.*

Ключевые слова: *преподавание английского языка, коммуникативный подход, задачное обучение, автономия учащихся, цифровая педагогика.*

Introduction

The rapid globalization of education has positioned English as a key medium of international communication, scientific exchange, and professional development, making the quality of English Language Teaching (ELT) a strategic priority for national educational systems. In Uzbekistan, recent reforms emphasize competency-based, learner-centered, and technology-enhanced approaches to language education, as reflected in the Law of the Republic of Uzbekistan "On Education" (2020) and the Presidential Decree PF-6108 on the Development of Public Education (2020). These policy frameworks highlight the need for modern pedagogical methodologies that foster communicative competence, critical thinking, and digital literacy.

Scholars such as Abdullayeva (2019) argue that assessment-integrated pedagogy is essential for meaningful learning outcomes, while Ismoilov (2019) emphasizes the role of innovative pedagogical technologies in enhancing instructional effectiveness. Despite these advancements, a persistent gap remains between theoretical pedagogical models and their practical implementation in ELT classrooms, necessitating empirical investigation into effective instructional strategies.

Methodology

This study employed a mixed-methods research design to provide a comprehensive and empirically grounded analysis of pedagogical approaches in English Language Teaching (ELT). The integration of quantitative and qualitative methods allowed for methodological triangulation, enhancing the validity and reliability of the findings. A quasi-experimental design was implemented over a twelve-week instructional period in two secondary educational institutions in Tashkent region. The participants comprised 120 students aged 15–17, representing A2–B1 proficiency levels based on the CEFR framework. The sample was divided into two groups: an experimental group (n=60), which received instruction through a communicative, task-based pedagogical model, and a control group (n=60), which followed a traditional teacher-centered, grammar-focused approach. Additionally, ten English language teachers with a minimum of five years of professional experience participated in semi-structured interviews.

Data collection instruments included standardized pre- and post-tests measuring speaking, listening, reading, and writing skills; structured classroom observation checklists; student motivation questionnaires based on a Likert-scale model; and in-depth teacher interviews. Classroom observations were conducted bi-weekly to document instructional strategies, learner interaction patterns, and classroom dynamics. Data analysis followed a systematic procedure. Quantitative data were processed using descriptive and inferential statistical methods, including paired and independent sample t-tests to determine significant

differences between groups. Qualitative data from interviews and observations were thematically coded using an inductive approach to identify recurring pedagogical patterns and challenges. Ethical considerations were strictly observed, including informed consent, confidentiality, and voluntary participation. The methodological framework ensured rigorous, transparent, and replicable research outcomes relevant to ELT pedagogy in the Uzbek educational context.

Results

The findings of the study demonstrate a significant difference in language proficiency and learner engagement between the experimental and control groups after the twelve-week instructional period. Quantitative analysis of pre- and post-test scores revealed that both groups showed improvement; however, the experimental group exhibited markedly higher gains across all four language skills.

As presented in Table 1, the experimental group achieved a mean post-test score of 79.5, compared to 68.1 in the control group. The overall improvement in the experimental group (+16.3 points) was nearly three times greater than that of the control group (+5.7 points), indicating the effectiveness of communicative, task-based pedagogy. Independent sample t-test results confirmed that this difference was statistically significant ($p < 0.05$).

Qualitative findings from classroom observations and student questionnaires further supported these results. Learners in the experimental group demonstrated higher levels of participation, willingness to communicate, and collaborative engagement. They reported reduced anxiety during speaking tasks and greater confidence in using English in real-life contexts. In contrast, students in the control group remained more passive, relied heavily on teacher input, and displayed limited spontaneous interaction. Teacher interviews highlighted that task-based activities promoted critical thinking, peer interaction, and meaningful language use. However, some teachers noted challenges related to time management and lesson planning when implementing interactive methodologies. Overall, the results indicate that learner-centered and communicative approaches significantly enhance both linguistic performance and motivational outcomes in ELT classrooms.

Comparison of Language Proficiency Outcomes

Group	Pre-Test Mean	Post-Test Mean	Mean Gain
Control Group	62.4	68.1	+5.7
Experimental Group	63.2	79.5	+16.3

Table 1 illustrates the comparative performance of the control and experimental groups before and after the intervention. While both groups started at a similar proficiency level,

the experimental group demonstrated substantially greater progress. The results suggest that communicative, task-based instruction is more effective than traditional teacher-centered methods in improving overall English language proficiency.

Discussion

The findings of this study substantiate the theoretical premise that communicative, learner-centered, and task-based pedagogies are more effective than traditional teacher-centered approaches in English Language Teaching (ELT). The significantly higher performance of the experimental group supports previous research emphasizing the role of interaction, authenticity, and learner agency in language acquisition. These results align with constructivist learning theories, which posit that meaningful engagement and social collaboration facilitate deeper cognitive processing and long-term retention. The observed improvements in speaking fluency and communicative confidence suggest that task-based learning creates a low-anxiety environment where learners can experiment with language without excessive fear of making errors. This is consistent with affective filter theory, which highlights the importance of motivation and emotional security in successful language learning. In contrast, the control group's limited progress reflects the constraints of grammar-dominant, lecture-based instruction, which prioritizes accuracy over communicative competence.

Teacher perspectives further illuminate the pedagogical implications of the findings. While educators acknowledged the benefits of interactive methodologies, they also identified practical challenges, including increased preparation time, classroom management demands, and assessment alignment issues. These constraints indicate that systemic support—such as professional development, curriculum flexibility, and digital infrastructure—is essential for sustainable implementation of modern ELT pedagogy. Additionally, the integration of technology-enhanced tools appeared to amplify learner engagement, suggesting that digital platforms can complement task-based instruction when used strategically. However, overreliance on technology without pedagogical coherence may risk superficial learning. The study reinforces the necessity of aligning ELT practice with contemporary pedagogical frameworks while addressing contextual limitations through policy support, teacher training, and resource allocation.

Conclusion

This study demonstrates that communicative, learner-centered, and task-based pedagogical approaches significantly enhance English language learning outcomes compared to traditional teacher-centered instruction. The empirical evidence confirms that interactive methodologies improve learners' speaking fluency, motivation, and autonomy while fostering meaningful language use in authentic contexts. However, effective

implementation requires systematic institutional support, continuous teacher professional development, and integration of digital resources into ELT curricula. Future research should examine long-term impacts of these pedagogies across different proficiency levels and educational settings, contributing to evidence-based policy and practice in English language education in Uzbekistan.

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