CONTEMPORARY WAYS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)

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Annotation. *This article explores the most effective contemporary methods used in teaching English as a Foreign Language (EFL). It analyzes the pedagogical shift from traditional grammar-translation approaches to more interactive, communicative, and technology-based instruction. Drawing on current research and theoretical models such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning (CLIL), the article presents insights into how these methods improve learner engagement, motivation, and linguistic competence. The study also highlights the role of digital integration—particularly Mobile-Assisted Language Learning (MALL), blended learning, and gamification—in supporting personalized and autonomous language learning.*

Keywords: *EFL, communicative teaching, task-based learning, CLIL, digital tools, learner engagement, gamification.*

Аннотация. *В данной статье рассматриваются современные методы преподавания английского языка как иностранного. Анализируются изменения в педагогических подходах — от традиционных к интерактивным*

и коммуникативным стратегиям. Особое внимание уделяется методам коммуникативного и заданийного обучения (CLT, TBLT), а также предметно-языковому интегрированному обучению (CLIL). Также исследуется роль цифровых технологий, включая мобильное обучение, смешанное обучение и геймификацию, в повышении вовлеченности и самостоятельности учащихся.

Ключевые слова: английский язык как иностранный, коммуникативное обучение, задание-ориентированный подход, CLIL, цифровые технологии, вовлеченность учащихся.

Annotatsiya. Ushbu maqolada ingliz tilini chet tili sifatida o'qitishda qo'llanilayotgan zamonaviy metodlar tahlil qilinadi. An'anaviy yondashuvlardan kommunikativ, topshiriq asosidagi va raqamli texnologiyalarga asoslangan uslublarga o'tish holatlari ko'rib chiqiladi. CLT, TBLT va CLIL kabi nazariy asoslar doirasida, ushbu maqolada o'quvchilarning ishtiroki, motivatsiyasi va til kompetensiyasini oshirishda yangi usullar samaradorligi yoritiladi. Shuningdek, MALL, aralash o'qitish va gamifikatsiya orqali raqamli texnologiyalarning o'rni ochib beriladi.

Kalit so'zlar: ingliz tili, kommunikativ metod, topshiriqqa asoslangan yondashuv, CLIL, raqamli vositalar, o'quvchi faolligi, gamifikatsiya.

Introduction

Over the past two decades, the field of English as a Foreign Language (EFL) teaching has evolved significantly. Traditional approaches centered on grammar rules and vocabulary memorization have gradually been replaced by dynamic, learner-centered practices. Globalization, technological progress, and shifting learner expectations have prompted the adoption of new pedagogical strategies aimed at developing communicative competence, critical thinking, and intercultural awareness. In Uzbekistan and beyond, educational reforms have emphasized the need for more practical, context-based language instruction. This article investigates how communicative, task-based, and technology-enhanced

methods are shaping modern EFL classrooms and supporting language acquisition more effectively than older paradigms.

Methods and Literature Review

This study is based on qualitative analysis through observation of EFL classrooms and a review of the literature on contemporary methodologies. The key instructional frameworks explored include:

Communicative Language Teaching (CLT): Encourages meaningful interaction in real-life contexts, with fluency prioritized over grammatical perfection.

Task-Based Language Teaching (TBLT): Focuses on language use through the completion of purposeful tasks, such as planning, negotiating, and reporting.

Content and Language Integrated Learning (CLIL): Uses English to teach non-linguistic subjects, enhancing both content knowledge and linguistic competence.

Technology-supported methods also receive special attention:

Mobile-Assisted Language Learning (MALL): Enables flexible, portable learning via apps and messaging tools.

Blended Learning: Combines face-to-face instruction with digital activities through platforms like Google Classroom or Moodle.

Gamification: Introduces competitive, game-like elements using tools like Kahoot! and Quizizz to enhance motivation.

These methods are supported by theories such as Constructivism (Piaget, Vygotsky), Connectivism (Siemens), and Cognitive Load Theory (Sweller), all of which promote engagement and deeper learning when aligned with digital tools.

Results

Observations and interviews indicated a significant increase in student participation and confidence in classrooms applying communicative and task-based methods. Learners became more autonomous and motivated when given

meaningful goals. Collaborative tasks, digital quizzes, and multimedia tools led to greater vocabulary retention, more fluent speaking, and improved writing accuracy.

Students particularly appreciated the use of mobile apps for self-study and the chance to revise at their own pace. Technology helped weaker learners catch up and provided enrichment for advanced students. These outcomes reflect both academic gains and positive psychological changes, such as increased self-efficacy.

Analysis and Discussion

The effectiveness of modern EFL practices can be linked to their learner-centered philosophy. CLT and TBLT support Constructivist views that knowledge is built through active engagement. CLIL further develops cognitive and academic language skills, preparing students for bilingual or international academic pathways.

Connectivist principles are evident in the use of online resources and global communication networks, helping students become digitally literate and globally connected. Cognitive Load Theory explains why interactive, scaffolded tools help manage working memory, reducing stress and supporting understanding.

However, implementation challenges remain: some teachers lack digital skills, infrastructure is inconsistent, and not all learners adapt quickly to new formats. Training, investment, and inclusive instructional design are essential for success.

Conclusion and Suggestions

This study concludes that communicative, task-based, content-integrated, and digitally enhanced methods significantly improve EFL outcomes. These strategies boost engagement, autonomy, and linguistic proficiency. To scale these benefits, educational institutions should invest in teacher training, expand access to devices and reliable internet, and design culturally sensitive materials. Further longitudinal research is needed to evaluate the long-term impact on academic and career success.

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