PRACTICAL METHODS AND REAL CHALLENGES IN TEACHING ENGLISH

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Abstract Teaching English at the university level requires a structured approach that balances theoretical knowledge with practical application. This study examines the most effective methodologies, challenges, and innovations in university-level English language teaching. The research highlights traditional and modern teaching techniques, focusing on academic writing, critical thinking, and digital learning tools. The findings suggest that a combination of communicative, task-based, and technology-assisted approaches leads to the most successful language acquisition at the higher education level.

Keywords: English teaching, teaching methodologies, academic writing, critical thinking, digital learning tools, communicative approach, task-based learning, technology-assisted learning, higher education, language acquisition.

Introduction English is the primary language of instruction and academic communication in many universities worldwide. As a result, effective teaching methods for university-level English are essential for student success in academic writing, research, and professional communication. This study explores various teaching approaches, including lecture-based instruction, interactive learning, and digital tools, to determine their effectiveness in higher education settings. The primary objectives are to analyze existing methodologies, identify challenges faced by students and educators, and propose innovative solutions.

Methods A mixed-methods research design was employed, combining qualitative and quantitative analyses. Surveys and interviews were conducted with university English instructors and students to assess their experiences with different teaching methods. In addition, an extensive literature review was performed, focusing on recent studies in higher education English teaching. Classroom observations and case studies from multiple universities provided insights into the practical application of various instructional strategies.

Results The findings indicate that university-level English teaching requires a multifaceted approach. The most effective methods are:

- **Academic Writing Instruction**: Structured coursework focusing on essay writing, research papers, and citation styles improves students' academic performance.

- **Task-Based Language Teaching (TBLT)**: Engaging students in real-world tasks, such as debates, presentations, and collaborative projects, enhances their practical communication skills.

- **Communicative Language Teaching (CLT)**: Encouraging discussion, peer interaction, and language immersion fosters fluency and confidence.

- **Technology-Assisted Learning**: Utilizing online resources, e-learning platforms, and artificial intelligence-driven tools provides personalized learning experiences.

- **Critical Thinking Development**: Teaching students how to analyze texts, construct arguments, and evaluate sources strengthens their academic proficiency.

Challenges identified include students' varying levels of English proficiency, lack of motivation, difficulty in adapting to academic writing conventions, and technological disparities among institutions.

Discussion The study suggests that a hybrid approach combining traditional and modern teaching methodologies is most effective in university settings. Key considerations include:

- **Student-Centered Learning**: Adapting curricula to accommodate diverse student needs improves engagement and learning outcomes.

- **Faculty Training**: Equipping educators with the latest teaching methodologies and digital tools enhances instructional quality.

- **Assessment Strategies**: Implementing formative assessments, peer reviews, and automated feedback mechanisms improves student performance.

- **Integration of Technology**: AI-based writing assistants, online discussion forums, and interactive simulations enhance learning efficiency.

- **Addressing Linguistic Challenges**: Providing supplementary language support, writing centers, and mentorship programs helps students overcome academic language barriers.

Conclusion Effective English teaching at the university level requires a comprehensive approach that integrates communicative methods, task-based learning, and technological innovations. Addressing challenges such as linguistic diversity, student engagement, and faculty preparedness is crucial for improving educational outcomes. Future research should explore the long-term impact of AI-driven learning tools and adaptive curriculum models on university-level English proficiency.

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