

طرق تدريس اللغة الإنجليزية من الأساليب الكلاسيكية إلى الابتكارات المعاصرة

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الملخص :

يقدم هذا المقال نظرة تاريخية شاملة لتطور تعليم اللغة الإنجليزية، مستعرضاً – وفق تسلسلٍ زمني – أبرز الطرائق والمناهج التي كان لها تأثيرٌ عميق على الممارسة التعليمية. يركز المقال على الأسس النظرية لكل طريقة، وآليات تطبيقها، ومواطن القوة والضعف الكامنة فيها. كما يُولي اهتماماً خاصاً بفهم الأبعاد الاجتماعية والثقافية واللغوية المعقدة التي أثّرت في نشأة هذه الطرائق وتطورها وانتشارها، وصولاً إلى تراجع بعضها أو اندثارها.

ومن خلال تحليل نقدي معمق لهذه المسيرة التاريخية، يقدم البحث إرشاداتٍ عملية لمتخصصي تعليم اللغة الإنجليزية في السياق المعاصر، إلى جانب مقترحاتٍ حديثة بشأن الممارسات المستقبلية والابتكار في هذا المجال.

يشمل النقاش نطاقاً واسعاً من الطرائق الناجحة، بدءاً من الطريقة التقليدية المعروفة بطريقة القواعد والترجمة التي تركز على القواعد النحوية والترجمة، وصولاً إلى الطرائق الحديثة القائمة على التواصل ومركزية المتعلم، التي تركز على التفاعل والتواصل الأصيل. كما يقرّ البحث بتأثير التطورات الاجتماعية والتكنولوجية الواسعة على تطور ممارسات تعليم اللغة الإنجليزية.

وتعيد هذه السردية التاريخية التأكيد على الأهمية المستمرة لفهم السياق الراهن لتعليم اللغة الإنجليزية، وعلى ضرورة الإسهام الفعّال في توجيه تطوير المناهج التعليمية المستقبلية وإحداث التغيير التربوي المنشود.

الكلمات المفتاحية: طرق القواعد والترجمة ، تدريس اللغة التواصلية ، الطريقة السمعية اللغوية ، الطريقة المباشرة.

English Language Teaching Methods from Classical Approaches to Contemporary Innovations

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Abstract

The present article gives a historical overview of the evolution of English language teaching (ELT), listing chronologically the most influential methods and methodologies to have a profound effect on the teaching practice. The article focuses on the basic theory, how things work, the strengths, as well as weaknesses inherent in each method of teaching. Considerable emphasis is placed on understanding the complex nuances of social, cultural, and linguistic forces that have influenced the development, growth, expansion, and eventual demise of these different forms of teaching. In an informing critical analysis of this historical process, the paper offers practical guidance for English language teaching professionals in the contemporary context and offer current suggestions on future practice and innovation for the profession.

The debate encompasses the range of successful methods, from the traditional Grammar-Translation Method with its emphasis on grammatical rules and translation, to the more recent communicative and learner-centred methods with their emphasis on authentic communication and interaction. The paper also acknowledges the influence of broader social and technological developments on the evolution of ELT practice. This historical narrative herein reaffirms its continuing significance to an understanding of the current state of English language teaching and to being in a position to contribute meaningfully to informing future education curricula and pedagogical change.

Key Words: Grammar-Translation Method, Communicative Language Teaching, Audio-Lingual Method, Direct Method.

1. Introduction

Teaching English as a foreign or second language has experienced vital changes throughout history. These changes reflect the progress of

language learning, educational requirements, and general societal and technological advancements. Richards and Rodgers (2014) suggest that ELT history is characterized by a series of styles, each with significant drawbacks of earlier ones and with the impact of intellectual, social movements and policies of his time. This article makes it clear that the historical perspective is vital in understanding the current state of English teaching and influencing future educational curricula. Through the examination of past success and failure, we can have useful insights into the opportunities and pitfalls in language teaching (Howatt & Widdowson, 2004).

This paper presents a complete historic overview of English language teaching (ELT) development. The research is applied to the methodologies that have emerged as fundamental ones for this discipline, starting with the reign of grammar and translation method to teach communicative language and onward. This article will contrast the theoretical foundations, applied use, strengths and weaknesses of each method, with an aside on the social, cultural and linguistic reasons behind its emergence and decline. Indicating this historical path, the article aims to provide useful information about current English language teaching practices and to guide future directions in linguistics.

2. Pre-20th Century: The Origins of English Language Teaching

The beginning of ELT in the twentieth century had its beginnings in earlier language teaching styles. There was one general and opposing approaches to language teaching in the period preceding the twentieth century: grammar and translation type, which dominated a great deal of the period, and the direct method, which occurred to a large extent as a response to the great weakness of the early style.

2.1. Grammar-Translation Method

The grammar-translation style of teaching has been otherwise associated with the instruction of classical languages like Latin and Greek and has served as a prevalent method for teaching foreign languages between the 19th and early 20th centuries (Richards & Rodgers, 2014). This approach's focus on written language and grammar analysis reflects the scholarly customs of the time since the acquisition of language was traditionally linked with intellectual maturity and literacy in literary texts.

2.1.1. Origins and Principles

The grammar-translation method focuses on the explicit teaching of grammar, memorization of word lists and translation of texts, typically literary or classical, from the target language into the mother tongue of the students and vice versa. The method was used to develop students' literacy skills, at the cost of corresponding attention to verbal communication and functional use of the language (Howatt & Widdowson, 2004). The primary objective of such a system was to help students master firmly the linguistic pattern, which was viewed as a prerequisite to reading and appreciating foreign literature (Larsen-Freeman & Anderson, 2011). Furthermore, defenders of translation and grammar would see linguistic study as a way of promoting the cognitive abilities of the learners, believing that careful inquiry into grammar and translation can improve mental discipline and rationality.

2.1.3. Limitations and Criticism

Despite its widespread propagation and historical influence, the grammar-translation method has had to face harsh criticism, even in its own day. Perhaps the most significant problem was his neglect of oral and listening skills, which had the effect of leaving the students incapable of using the language for communicative purposes in real-life situations. It was an approach that relied strongly on silent memorization of abstract grammar and artificial translation practice, which frequently led to a shallow and limited understanding of the target language (Richards & Rodgers, 2014). Its critics argued that this approach was not empowering educated people to use the original language and that its boring and frustrating nature was actually counterproductive to the learning process (Larsen-Freeman Anderson, 2011). Furthermore, the focus on literary texts means that students are either subjected to an old language or are not applicable to their daily needs, further limiting the practical application field of this method.

2.2. Early Alternatives: The Direct Method and Other Reform Movements

Severe deficiencies and limitations of the grammar and translation approach have spawned other methods, specifically the direct method and

other reform movements that have sought to meet the need for more communicative and realistic language instruction.

2.2.1. The Advent of the Direct Method

The direct method came into being in the late nineteenth and early twentieth century as a direct response to the grave shortcomings of the grammar and translation approach. The founders of the direct method, and its main advocates, such as Berlitz and Gwyn, focused on direct and overwhelming exposure to the target language, asking my class to instruct exclusively in the target language, without recourse to the learners' native language (Richards & Rodgers, 2014). This was driven by growing acknowledgment of the need for natural acquisitions of languages and making the learning process more realistic and interactive.

2.2.2. Variations and Implementations

The direct approach is characterized by its emphasis on spoken communication, the use of authentic text and materials, and an inductive approach to teaching grammar, in which students are required to deduce the grammar from the examples rather than being explicitly taught. Its main aim was to create a learning setting that replicates the way children acquire their own language, developing in students a natural and instinctive understanding of the target language. Although the direct method represented a major step towards student-centered communicative competence and teaching, it was not without problems. These concerns included the enormous demands that have put on teachers' fluidity and teaching competencies, and the potential difficulties of implementing in different classroom contexts with few resources and large classes of classes (Howatt & Widdowson, 2004).

3. The Twentieth Century: The Spread of Approaches

The twentieth century witnessed the spread of acclaimed language teaching methods, each of which is representative of specific education theoretical foundations and curricula. The times were dominated by huge endeavors to discover more efficient and scientific approaches, bypassing the traditional approaches of previous centuries (Richards & Rodgers,

2014). Among the most significant of these approaches is the auditory-lingual approach.

3.1 The Audio-Lingual Approach

The Audio-Linguistic Approach (ALM) was developed in the United States of America during the 1940s and 1950s and came into widespread popularity during the post-World War II era (Richards & Rodgers, 2014). It was largely influenced by the pressing need for rapid and effective linguistic training, particularly for the military. This approach was also greatly influenced by what was occurring in the fields of linguistics and psychology, namely behavioral and structural, as these provided the theory with the foundations of how it was constructed and implemented.

3.1.1. Behavioral and Structuralism

The theoretical basis of the audio-lingual method is based on behavioral psychology and structural linguistics (Bloomfield, 1933; Skinner, 1957). Behaviorism experienced by psychologists such as P.F. Skinner, that learning is the process of acquiring habits which are learned through reinforcement (Skinner, 1957). Skinner believed that the acquisition of language, like any other form of learning, results through repeated association of stimuli and response, with stimulation of correct responses to reinforce habit.

Structural linguistics, now a dominant presence in linguistic theory, played a major role in the evolution of applied linguistics. Leonard Bloomfield emphasized language's systematic nature, focusing on his vocal, morphological, and grammatical structures (Bloomfield, 1933). Structuralism viewed language as a circumscribed system of elements arranged into models and applied linguistics embraced this perspective by focusing on learning these models through systematic drills. Applied linguistics applied these ideas by utilizing language learning in terms of considering the learning of language as acquiring a set of habits correctly by repeating these basic linguistic structures again and again rather than learning grammar in an explicit way.

3.1.2. Pattern practice, Memorization, and Exercises

The ALM course is characterized by its high dependence on training, model practice, and memorization, all of which are designed to promote

automatic and error-free language production (Richards & Rodgers, 2014; Larsen - Freeman and Anderson, 2011). The following are common classroom activities:

- Repetition exercises: students repeat sentences and sentences, typically in a choir, with focus on correct pronunciation and intonation. These exercises are designed to minimize errors and arrive at the correct pronunciation and rhythm from the outset.
 - Model Training: The students practiced with sentence forms through replacement and conversion drills, i.e., "I went to the beach" to become "She went to the beach". The approach aims to get the students to learn by rehearsing the application of grammar forms in different contexts.
 - Memorization of the dialogue: Keeping students in short and well-crafted dialogues in order to provide adequate grammar forms, vocabulary and social protocol. These dialogues formed a restricted context of language use, so that students could practice the target language within a simulated context of communication.
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It was directed towards listening and speaking skills, with the aim of developing spontaneity in the target language. He often teaches inductively to grammar, where students deduce grammar from examples and not by direct explanation. This inductive process was believed to be a simulation of the natural process of first language acquisition.

3.1.3. Effectiveness and Criticisms

Initially, the auditory-oral method was found to be effective, particularly in attaining verbal fluency and precise pronunciation (Carroll, 1966). His procedural approach and focus on habit formation have worked in some contexts, particularly in intensive language classes, such as those used in the military (Carroll, 1966). The method's focus on immediate and correct speech production was a visible improvement over other methods that focused on reading and writing.

However, even the auditory - linguistic method fell under strong criticism, rejecting its popularity ultimately. Critics have argued that his behavioral foundations provide an extremely simplified account of language learning that fails to account for the cognitive and creative aspects of

language acquisition (Chomsky, 1959). Noam Chomsky's critique of Skinner's behavior highlighted the limited view of language acquisition in motivational and response terms, arguing that language is an extremely sophisticated cognitive system that is governed by grammar and creativity. The reliance on practice and memorization of models is frustrating, as it failed to improve actual communication efficiency. Students have often found it hard to transfer skills acquired through training to actual communication situations. Furthermore, the disregard of this approach to semantic meaning in favor of structural correctness has been viewed as a serious flaw. As students end up producing grammatically correct but nonsensical utterances, the approach has been criticized as insufficient to obtain real-life communication competence (Rivers, 1964). Among many others, Willga Rivers observed that the focus of language teaching on the form of meaning has hampered students' real-life communication.

3.2. Language Teaching and Communication

The communicative language teaching (CLT) came into being around the late 1970s to early 1980s, a major departure from previous approaches such as the auditory-linguistic approach.

CLT-based learning emphasizes the necessity to develop the communicative competence of learners in order to enable them to use language in a particular and meaningful way in real contexts (HIMS, 1972; Canal & Swain, 1980). This was a result of the coming together of a number of factors, including growing dissatisfaction with limited structural approaches, and greater emphasis on the social and functional dimensions of language.

3.2.1. Theoretical Changes: From Structuralism to Communicative Competence

The theory of communicative competence arises from the growing discontent with the structural perspective of the language on which approaches such as the auditory-linguistic method were based.

While structuralism was interested in the acquisition of grammatical structures in isolation, communicative competence theory redirected focus to communicative competence (Hymes, 1972). For Hymes, linguistic competence is not simply grammatical competence, but rather knowledge of

how to use language appropriately in various social contexts. This competence has highlighted the importance of social language awareness, speech management and strategic flexibility in effective communication. Canal and Swain (1980) extended this concept, presenting a more detailed framework for communicative effectiveness, including:

- Grammar competence: grammatical knowledge (grammar, vocabulary and pronunciation) which involves the ability to produce grammatically well-formed sentences.
 - Social linguistic competence: knowledge of how to use language appropriately in different social contexts, taking into account factors such as register, gender and cultural norms.
 - Discourse Efficiency: the ability to produce and understand a coherent and cohesive written and written speech, including the ability to organize ideas, manage role exchanges and use means of cohesion.
 - Strategic efficiency: the ability to use verbal and non-verbal strategies as a way of compensating for breakdown in communication, including reformulation, requests for clarification and repair strategies.
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This shift in the theoretical position, from the linguistic form to the communicative function, has essentially modified the objectives and methods of language teaching, away from the perspective, which sees language learning as a habit formation, towards the perception that language learning is a development of communicative skills.

3.2.2. Various interpretations and applications of CLT

CLT is not a single monolithic approach, but rather a broad approach with various interpretations and applications. As Wyodosun Huat asserts (Wyodosun, 2004), the CLT has been variously interpreted and applied, and as a consequence, there has been a huge variety of classroom practices. This diversity results from the open character of the communicative method, which provides a framework of principles rather than a predetermined set of actions. Some CLT accounts emphasize the creation of real opportunities for communication, while others place emphasis on how to integrate the teaching of grammar into communication activities. This diversity expresses

itself in the wide range of CLT-related activities and technologies, including:

- Information gap activities: exercises where learners have different information and must communicate to complete a task, stimulating the exchange of information and negotiation of meaning.
 - Role-playing and simulation games: exercises that replicate real-life situations and allow learners to experiment with language use in context and to practice varying their language in response to role and social setting.
 - TBLT teaching: a task-based approach to teaching that is oriented to the tasks learners must carry out in the real world (Willis, 1996), with an emphasis on the completion of particular tasks as a stimulus to learning.
 - Project-based learning tasks in which learners work together on extended projects over a long period of time, using language for real purposes and developers of their ability to communicate over extended periods.
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Flexibility in activity-based language instruction has been a cause of its continued diffusion and impact, but also of challenges in ensuring consistent and effective implementation, as teachers must balance their practice with varying contexts and learner needs.

3.2.3. Focus on Fluency, Accuracy, and Authenticity

The CLT approach focuses on developing fluency and accuracy, recognizing that both are essential to effective communication. Fluidity is usually granted, the ability to speak easily and confidently without excessive hesitation, the priority early in the learning process, while the necessity for accuracy, or the ability to use correct grammar and vocabulary, as students' progress and their communication needs increase.

In addition, the CLT program puts high premium on authenticity. Authentic materials, such as real texts and recordings, are used to introduce students to the language as they appear in real communication. The focus on authenticity is designed to bridge the gap between classroom and reality and equip students more effectively for the communicative demands of life

outside the classroom. The classroom activities are also designed to replicate real-life situations to enable the learning of communicative abilities that will be used in the external environment. Krashen (1985) assumes that the learning of language is done through exposure to comprehensible inputs. His approach encourages learners to take risks and engage in meaningful communication.

3.3. Humanistic Approaches

Humanistic approaches to language teaching became extremely important in the 1970s and 1980s, perhaps due to the likely constraints of methods focusing on linguistic or purely behavioral aspects of language learning.

Humanistic approaches place emphasis on the learner's importance as an individual, with a focus on his affective needs, values and potential for personal development (Moskowitz, 1978). The human teaching style is characterized by a holistic perspective, which recognizes that cognitive learning is closely related to emotional factors and that successful language acquisition requires the treatment of the learner's personality as a whole.

3.3.1. Affective Factors in Language Learning

Humanistic approaches draw attention to the pivotal role of affective factors in the language learning process. These are social, psychological and emotional factors that can influence learning, to motivate or discourage it. Some of the most important of these include:

- **Motivation:** The motivation of the learner and why he/she is studying the language, which can be subjective (motivated by an internal or external need) (motivated by external rewards or pressures) (Gardner and Lambert, 1972). Human approaches would rather attempt to increase self-motivation by making learning relevant, interesting and personally meaningful.
- **Anxiety:** Feelings of discomfort, fear or stress that can discourage learning, especially in language classrooms where students will likely feel vulnerable due to the risk of making errors (Horowitz, Horowitz and Cobb, 1986). Humanistic approaches favor the creation

of a safe and supportive learning atmosphere to reduce anxiety and allow students to take risks.

- Self-esteem: The learner's general sense of self-esteem and self-confidence, which can greatly influence his readiness to take risks, participate in language learning activities and continue to work through difficulties (Brown, 2007).
- Sympathy: The ability to understand and share the feelings of others, which facilitates communication, promotes understanding and provides a positive and supportive learning environment (Rogers, 1983).

Humanistic approaches argue that such affective variables play a great role in student achievement and that teachers should create a friendly, non-intimidating school environment to generate good feelings, promote self-esteem and ease learning. This includes developing a sense of community, appreciating individual diversity and honoring student experiences.

3.3.2. Learning-Centered Approaches

Human principles have led to the emergence of many student-centered teaching curricula, each with their own unique techniques and philosophical bases:

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- The Silent Way: This method focuses on the autonomy of the learner and his ability for discovery. The teacher is nearly silent, utilizing visual gestures, aids, and the learner's interaction to guide the learning process. The goal is to build learners who comprehend language actively through problem solving and auto-correction, and who are self-dependent and independent (Gattegno, 1972).
 - Sagostopidia: It seeks to exploit the untapped mental energies of the students through the provision of a relaxed and positive learning climate. Tools such as music, comfortable chairs and positive suggestions are used to dissipate anxiety, bring about relaxation and promote learning (Lozanov, 1978).
 - Community Language Learning (CLL): The instructor is seen by Curran (1976) as a counselor and the learner as a client. Learners work together to establish a sense of community in the class, and

language learning is based on their interactions and shared experiences. The instructor works as a facilitator of communication, provides linguistic support when required, and promotes a sense of empathy and understanding within the group.

Despite the variety of these approaches, they all share in common the focus they give to the student's decision-making ability, emotional stability and creating a collaborative and supportive learning atmosphere. These approaches give precedence to the student's needs, feelings and potential, attempting to empower him to be in charge of his learning process.

4. Technology and the Development of English Language Teaching

Technology has brought ELT to the qualitative stage in the sense that it transformed traditional student-centered teacher-bound curricula to more proactive student-centered types. From first innovation to current times, revolutionary technology has presented extra tools and viewpoints, altering methodology in education, as much as learning experience (Hubbard, 2008). Revolution is a part of broader tendencies of change throughout the philosophy of education, e.g., heightened focus on the autonomy of the student, external communication and attainment of digital competency.

4.1. From Language Labs to Computer-aided Language Learning

The initial application of technology is achieved in the acquisition of English in the creation of language laboratories. These structures, equipped with audio recorders, appeared during the mid-20th century, giving learners an opportunity to listen and converse one-on-one (Lado, 1964). The language laboratories, though not very responsive, have been a useful step towards student-centered learning by allowing students to work at their own pace, to play back and rehearse the material and note their own pronunciation. This was a more radical break from education, which was directed towards the whole class, that typified most of the older approaches.

With the arrival of the personal computer in the late twentieth century, arrived the beginning of computer-assisted language learning (CALL). CALL extended the application of technology in the classroom to offer a greater range of interactive materials and tasks. Computer software has since been developed to support various aspects of language learning, including grammar, vocabulary, reading, and writing. Early call programs

usually included applied training, consistent with then-dominant behavior learning theory, but more sophisticated programs began to include communication, simulation and multimedia, consistent with growing interest in communicative effectiveness (levy, 1997). This reflects the dynamic interaction between technological development and advanced theory of education.

4.2. Distance Education

The twenty-first century witnessed the wide dissemination of mobile devices and an expansion of online learning, which introduced new trends in more advanced language learning. All these have contributed to decentralization of learning, enabling students to take control of their learning process more and provide teachers with new ways of providing education and facilitating interaction (Helmes et al., 2015).

4.2.1. Benefits and Limitations of Mobile-Assisted Language Learning

Mobile-Assisted Language Learning (MALL), for instance, smartphones and tablets, is easy to transfer and access mobile devices, for instance, smartphones and tablets. It has many advantages:

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- Flexibility and ease of access: mobile devices allow learners to learn and use teaching material and participate in learning activities whenever and from wherever they want, and beyond the limitations of traditional classes, with unmatched flexibility (Kukulska-Hulme, 2007).
 - Context and authenticity: Mobile can allow learners to employ real language in real situations and exchange content about languages (Stockwell, 2007).
 - Interaction and Collaboration: Interactive and collaborative learning environments could be supported through mobile and application devices in the communication of students to native speakers and professionals (Viberg, 2014).
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Conversely, as stated by Dudeney, Hockly and Pegrum (2013), issues with which MALL must take serious consideration also exist:

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- Technical problems: Device variations, operating system and Internet connection variations can lead to technical problems.
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- Distraction and lack of attention: the portability of handheld devices can also lead to distractions and lack of attention.
 - Integration into the curriculum: Integrating multilingual learning (mall) into the curriculum requires educationally sound considerations and planning.
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4.2.2. The Impact of Online Learning Platforms

Online learning portals have revolutionized the learning of language by offering a lot of varied opportunity. Electronic portals provide:

- Organized Courses and Materials: Online platforms provide ordered courses, multimedia materials and exercise courses, supplied regularly for consumption by a global audience.
 - Virtual Classrooms and Forums: Software programs for video and electronic forums allow real-time interaction.
 - Personalized and adaptive learning: Online learning platforms can monitor student progress, provide customized notes and adapt to individual learning needs.
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Online learning has provided greater access to language learning, which is flexible and convenient. However, there are still problems in maintaining quality, in resolving the problems of digital culture as well as providing adequate support to online students (Benson and Chik, 2010).

5. Global Contexts and ELT History

English teaching history is not one history but a complex and sophisticated history influenced by multiple international contexts. English dominance and the development of teaching English language methods have been influenced by a succession of historical, social, cultural and political pressures, and therefore there are gigantic regional differences and continuous accommodations (Philipson, 2009). This calls for an accurate understanding that goes beyond the Anglo-central perspectives to recognize the contributions of various actors in the development of English language teaching practices all over the world.

5.1. Regional Variation in ELT Approaches

Adoption and adaptation of English language teaching curricula have undergone significant variation across global regions. While some

curricula have gained broad popularity, their implementation and effectiveness are dependent on local contexts, pedagogical traditions and individual expectations of learners. This led to the richness and diversity of English language teaching practices, reflecting the richness of English learning and teaching reality (Holiday, 2005).

In Europe, the impact of the communicative approach has been strong, promoting profound changes in classroom practices and curriculum construction. Attention to communicative competence and student-centered education stands in accordance with the objectives of the construction of multilingualism and the promotion of intercultural communication in the European context (Council of Europe, 2001). However, the application of this approach has also been submitted to some national and institutional contexts, producing variations in its interpretation and application.

On the other hand, Asian adoption was richer and more complex in dimensions. Although communicative methods have had their impact as well, traditional methodology of instruction of grammatical and rote-based methods is continued, motivated by cultural values as well as philosophical conceptions of learning that stress attention to detail as well as drill (Kachru, 1986). In addition, the particular requirements of students in diverse Asian contexts, such as the worth of English for study or employment purposes, have been the driving force in the adaptation of English language teaching methods to the extent of devising hybrid approaches that combine communicative and noncommunicative dimensions.

Africa, being multilingually diverse and having a colonial past, is also a unique context for the teaching of English. The colonial heritage shaped heavily both the function and status of the English language and the formation of English language teaching practice. In most African nations, the English language has been adopted as the language for commerce, government, and education, and this required developing student competence in educational and workplace contexts. However, African contexts of limited resources, multilingualism and class density have required a transformation of English language pedagogical methods to cater to African learners' specific needs (Pamgboz, 2001). Such a transformation

involves the use of local knowledge through languages in the pedagogy of the English language.

5.2. Globalization and English as a Lingua Franca

The growing world interdependence through globalization has played a major role in English's effect and the development of English language teaching. English as lingua franca (ELF), common language used in an attempt to communicate among their different native speakers (Jenkins, 2007). This facet has played a role in re-conceptualizing the traditional notions of the native English speaker and highlighted the importance of developing students' proficiency to communicate effectively across a range of culture contexts.

The increase in the usage of the English language as a common language has also influenced the methodology in learning the English language, giving more significance to the development of students' practical competence, to intercultural competence and to being able to understand the meaning when native speakers are not always feasible. This led to the integration of English language perspectives as a common language in teacher training, curriculum design and classroom teaching (Seidlhofer, 2004). This shift is indeed leading to the fulfillment of equipping students to communicate in a globalized world where communication with non-native speakers dominates most prominently.

In short, the history of English teaching is heavily set in worldwide settings and borrowing and imitation of English language teaching practice have been influenced by a rich interaction between regional and cultural forces. Social and political. The impact of globalization and English sign language's emergence has accelerated change in the area, ensuring a shift toward more complete and reflective approaches within context in learning and teaching English. This requires ongoing critical analysis by English language scholars and practitioners to ensure English language teaching pedagogy, effectiveness and equity in the rapidly changing world.

6. Conclusion

The above history of the English language reveals a zone of active interaction between theoretical change, contextual factors and technological progress. This historical trace points to meditation and critical reflection in

this zone, as we summarize the major points of this historical path and observe its influence on language teaching and current research and research and new developments and future challenges before us (Johnson & Johnson. 1999).

6.1. The Primary Findings of the History

There are a number of central findings of the history of teaching the English language. First of all, avoid this field to be founded upon mandatory "best methods," realizing the importance of context-sensitive pedagogy, the student's needs and the teacher's part in creating useful teaching techniques (Richards & Rodgers, 2014). The evolution of techniques such as grammar and translation, focusing on linguistic accuracy and deductive instruction, the communicative approach, which places focus on communicative competence and real interaction, is a growing consciousness of the complexity involved in learning language and the need for more integrated methods. In focusing on the learner, it takes into account the diverse needs and objectives of the learners.

Second, English language teaching history confirms the dominant role of overarching social, political and cultural forces on teaching methods in English. English becoming a global language, induced by globalization, colonialism and technological change, has greatly helped determine the purposes of English language teaching as well as English teaching methodologies (Pennycook, 2001). Increased intercultural communication has also driven the shift towards education methods that increase intercultural competence as well as prepare students for performance in different language and culture environments.

Technological advancements thirdly have impacted English language teaching significantly by increasing access to learning resources, enabling new modalities of interaction, and providing users with the ability to practice and master individually and in a flexible learning environment. From the early language workshops, with audio language practice, to the modern day of technology-enhanced language learning and e-learning, with interactive websites and multimedia resources, technology has reshaped the learning and language learning landscape. Unceasingly, opening

opportunities and challenges for learners and teachers alike (Chapelle, 2003).

6.2. Language Teaching and Current Research

The experience of the history of English language teaching has profoundly important implications for language teaching and contemporary scientific research. Teachers need to make sure that they adopt a principled approach based on theoretical knowledge and practical considerations, taking into account the different needs and backgrounds of their students. This entails:

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- Take a contextual route: The awareness that there exists no single ideal approach to be employed across the board in teaching languages and that effective education is moulded through a complex interplay of contextual factors involving the special learning environment, the individual make-up of the learner and social and cultural conventions. And available resources. Teachers are therefore compelled to attain deep understanding of their learners and learning environments and adjust their pedagogic practices accordingly (Canagarajah, 2012).
 - Integrate technology effectively: Harness technological potential in improving learning experience, increasing student autonomy and communication, subject to critical analysis of issues such as the digital divide, the excessive dependence on technology and the development of digital literacy. Effective integration of technology requires careful planning, teaching practice and ongoing reflection on the impact of technology on teaching and learning (Kessler, 2018).
 - Fostering intercultural effectiveness: Educating students to communicate effectively and appropriately across cultures and raising awareness and appreciation of different cultures and perspectives. This includes strengthening the cultural sensitivity, empathy and the ability to deal with cultural differences, and critical analysis of power concerns, identity and representation in intercultural communication (Bayram, 1997).

- Use of global English: a recognition of global English diversity and incorporating global English voices into instruction, materials, and assessment processes. This is the exposure of students to multiple varieties of English dialects, trying out native speakers and honing their skill at communicating effectively with speakers of diverse linguistic and cultural backgrounds (Jenkins, 2007).
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English language studies should go on exploring the efficacy of various curricula in various contexts, studying the role of technology in education and studying the impact of globalization and intercultural communication on language teaching practices. It must be critical, examine the power relations and social injustices that may be embedded in language education policies and practices and explore alternative models with transformative challenges to dominant ideologies and for social justice (Pennycook, 2017).

6.3. Current Trends and Future Challenges in ELT

The field of teaching English is ever-evolving, keeping pace with emerging trends and future requirements. Some of the most important trends that can set the future directions for English language teaching:

- Greater use of AI in language learning: AI-supported tools can tailor learning, provide immediate feedback and make some aspects of language learning more automatic but raise ethical and pedagogical issues. It needs to be researched in depth (Homes et al., 2023). These include concerns regarding data privacy, algorithmic bias, the capacity to replace human interaction and teacher experience (Arnold & Ducat, 2006).
- Increased emphasis on independent learning and self-directed study: with students being increasingly in charge of their learning experience, stimulated by concerns such as the proliferation of electronic materials and growing sensitivity to the importance of lifelong learning, teachers will need to transform their roles in becoming more facilitated and guided. Support students in the development of the skills and techniques for effective learning. This shift demands teacher-centered instruction for a student-centered

curriculum where students engage in their own learning (Holec, 1981).

- The need to address the issues of equity and accessibility of language learning: to ensure that all students, depending on their economic and social circumstance, location or other factors, have access to quality language learning, a critical issue worth continuous attention and effort. They include addressing systematic disparity, allocating enough resources and assistance to marginal learners and taking coherent and equitable language learning policy and practice (Norton, 2000).
- Infusing critical educational methods: Increasing recognition is seen of the need to infuse critical perspectives in language instruction so that learners are able to confront social injustices, take responsibility for dominant ideologies and become dynamic forces for social change. This involves building classroom environments to facilitate critical reflection, discussion and contemplation and engaging learners in the use of language to speak out on matters of concern and struggle for social justice (Freire, 1970).

In summary, the past of the English teaching profession offers essential lessons for contemporary language teaching and scientific research. By comprehending the currents that shaped the profession in the past, we are able to better cope with the challenges and prospects of the times and build towards a better future in which language instruction will be more effective, equitable and valuable for every learner in an increasingly interdependent and complex world.

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