

## STRUCTURE OF EFL CLASSES

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**Annotation.** This article provides a comprehensive overview of the structure of English as a Foreign Language (EFL) classes. It discusses the fundamental components of lesson design, the stages of language teaching, and the integration of language skills. The study examines traditional and modern teaching methodologies, including Communicative Language Teaching (CLT) and Task-Based Learning (TBL), as well as the role of digital technologies in EFL instruction. The paper concludes that a well-structured lesson—characterized by clear objectives, learner-centered interaction, and skill integration—is essential for successful English language learning.

**Аннотация.** В данной статье рассматривается структура уроков английского языка как иностранного (EFL). Подробно анализируются основные этапы урока, методы обучения и интеграция языковых навыков. Также освещаются современные подходы, такие как коммуникативное обучение (CLT) и обучение на основе задач (TBL), а также использование цифровых технологий в преподавании английского языка. Исследование показывает, что хорошо структурированный урок с четкими целями и активным участием учащихся является ключом к успешному изучению английского языка.

**Annotatsiya.** Ushbu maqolada ingliz tili chet tili sifatida o‘qitiladigan (EFL) darslarning tuzilishi batafsil tahlil qilinadi. Unda darsning asosiy qismlari, o‘qitish bosqichlari hamda til ko‘nikmalarini uyg‘unlashtirish masalalari yoritilgan. Shuningdek, maqolada an’anaviy va zamonaviy yondashuvlar, xususan, Kommunikativ til o‘qitish

(CLT) va Vazifaga asoslangan ta’lim (TBL) metodlari, hamda raqamli texnologiyalarning o‘rni tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, aniq maqsadli, o‘quvchiga yo‘naltirilgan va integratsiyalashgan EFL darsi samarali inglez tili o‘rganishning asosi hisoblanadi.

**Keywords:** EFL, lesson structure, communicative approach, task-based learning, language skills, teaching methodology, learner-centered education.

**Ключевые слова:** EFL, структура урока, коммуникативный подход, обучение на основе задач, языковые навыки, методика преподавания, ориентированное на учащегося обучение.

**Kalit so‘zlar:** EFL, dars tuzilishi, kommunikativ yondashuv, vazifaga asoslangan ta’lim, til ko‘nikmalari, metodologiya, o‘quvchiga yo‘naltirilgan ta’lim.

**Introduction.** The teaching of English as a Foreign Language (EFL) has become a global educational priority due to the widespread use of English in international communication, science, technology, and business. A well-organized structure of EFL lessons plays a crucial role in ensuring effective language acquisition. The structure of a lesson is not merely a sequence of activities; it represents the logical and pedagogical framework through which learning objectives are achieved. A successful EFL lesson balances **accuracy and fluency, teacher guidance and learner autonomy**, as well as **theory and practice**. In recent decades, EFL teaching has shifted from traditional, teacher-centered instruction to **communicative, student-centered learning**, emphasizing interaction, collaboration, and authentic use of language[1, 2].

## **1. Theoretical Background and Methodological Approaches**

### **1.1 Grammar-Based Approaches**

Early EFL teaching was dominated by the **Grammar-Translation Method**, where students learned grammatical rules and translated texts from English into their native language. While this approach helped learners understand grammar, it neglected communicative competence[2, 5].

## **1.2 Audio-Lingual and Structural Approaches**

The **Audio-Lingual Method** (mid-20th century) emphasized habit formation through drills and repetition. Although it improved pronunciation and listening, it often resulted in mechanical speech without creativity.

## **1.3 Communicative Language Teaching (CLT)**

Introduced in the 1970s, CLT revolutionized EFL teaching. It focuses on meaning, fluency, and real-life communication. In CLT classrooms, students engage in pair and group work, role-plays, and discussions that simulate authentic communication.

## **1.4 Task-Based Language Teaching (TBLT)**

Task-Based Learning expands on CLT principles. Learners complete meaningful tasks (e.g., planning a trip, solving a problem, conducting a survey) where language is used as a tool for achieving a goal. This method increases motivation and promotes spontaneous language use.

## **1.5 The Post-Method Era**

Today, teachers often adopt an **eclectic approach**, combining elements from multiple methods to fit learners' needs. The focus is on **flexibility, learner autonomy, and contextual adaptation** rather than strict adherence to a single methodology[3, 4].

# **2. Core Components of an EFL Lesson**

An EFL lesson typically includes several interrelated stages, each serving a specific pedagogical purpose.

## **2.1 Warm-Up and Motivation**

A successful class begins with a brief warm-up activity to engage learners and activate prior knowledge. Examples include short games, brainstorming, or discussing a thoughtprovoking question. Warm-ups lower students' anxiety and prepare them mentally for learning.

## **2.2 Presentation Stage**

In this stage, new language input (grammar, vocabulary, or function) is introduced. Teachers use real-life contexts, visuals, or audio-visual materials to make the new language meaningful. For example, when introducing the *past tense*, teachers might use a story, a picture sequence, or a video clip illustrating past events.

## **2.3 Practice Stage**

This stage involves controlled and guided practice. Activities include sentence completion, matching exercises, substitution drills, or short dialogues. The goal is to develop accuracy and familiarity with the new language structure.

## **2.4 Production Stage**

Learners use the new language freely in communicative contexts—through debates, role-plays, storytelling, or project work. At this point, fluency and creativity are prioritized over grammatical perfection[4, 3].

## **2.5 Feedback and Reflection**

Effective feedback helps learners understand their progress and areas for improvement. Reflection activities (such as “What did you learn today?”) develop metacognitive awareness, enabling learners to take responsibility for their progress.

## **3. Integration of Language Skills**

A balanced EFL class integrates **listening, speaking, reading, and writing**, rather than teaching them in isolation.

- **Listening** develops comprehension and pronunciation awareness. Activities: audio recordings, videos, or listening for gist/detail.
- **Speaking** fosters confidence and oral fluency through pair discussions, role plays, and debates.
- **Reading** builds vocabulary and grammar awareness through authentic materials such as articles, stories, and online texts.

- **Writing** enhances accuracy, organization, and creativity through guided composition or journaling.

Integrated-skill instruction mirrors real communication, where skills operate together in natural contexts[5, 5].

#### **4. Classroom Interaction and Teacher's Role**

In modern pedagogy, EFL classrooms are **interaction-driven**. The teacher acts as:

- A **facilitator** who organizes and guides learning;
- A **monitor** who observes and provides feedback;
- A **motivator** who encourages participation and confidence;
- A **resource provider** who supplies authentic materials and support.

Interaction patterns vary:

- **Teacher–student interaction** (for explanation and feedback)
- **Pair work** (for peer collaboration)
- **Group work** (for cooperative learning)
- **Student presentations** (for autonomy and leadership development)

This diversity fosters communicative competence, critical thinking, and interpersonal skills.

#### **5. Lesson Planning and Classroom Management**

Lesson planning ensures that all components of teaching are logically connected. A well-planned lesson includes:

- **Clear learning objectives**
- **Engaging materials**
- **Varied activities** (to address different learning styles)
- **Timing and transitions**
- **Assessment tools**

Classroom management involves maintaining discipline, ensuring participation, and creating a positive, inclusive environment. Teachers can apply strategies such as using clear instructions, setting routines, and providing positive reinforcement[6, 4].

## **6. Use of Technology in EFL Classes**

Digital tools have transformed EFL instruction. Technologies like **interactive whiteboards, language learning apps (Duolingo, Quizlet)**, and **online collaboration platforms (Google Classroom, Kahoot, Padlet)** enrich classroom dynamics. Multimedia materials—videos, podcasts, online dictionaries—enhance listening and pronunciation practice. Virtual classrooms and blended learning have become essential, especially after the COVID-19 pandemic, allowing flexible and interactive instruction.

## **7. Assessment and Evaluation**

Assessment in EFL classes measures linguistic progress and communicative competence.

- **Formative assessment** (ongoing) includes quizzes, observation, and feedback.
- **Summative assessment** (final) includes tests, projects, and presentations. Authentic assessment methods—like portfolios and peer assessment—encourage learner reflection and responsibility.

## **8. Challenges in Structuring EFL Classes**

Teachers often face challenges such as:

- Large class sizes;
- Mixed proficiency levels;
- Limited exposure to authentic English;
- Time constraints;
- Lack of resources.

Overcoming these issues requires creativity, flexible planning, and adaptation of tasks to suit learners' contexts.

**Conclusion.** The structure of EFL classes determines the success of language learning. A well-structured lesson combines **clear objectives, interactive methods, skill integration, and effective use of technology.**

Modern EFL teaching is dynamic and learner-centered, focusing on real communication, collaboration, and self-expression. The teacher's role as a facilitator and motivator is central to creating an engaging learning environment.

Ultimately, effective EFL lesson structure transforms the classroom into a space where language is not only learned but lived, experienced, and enjoyed[8, 5].

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