

METHODOLOGY OF TEACHING ENGLISH: AN INTEGRATED, EVIDENCE-BASED APPROACH*Salomova Gulbegim*
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Abstract: This article examines major methodologies in English Language Teaching (ELT)—from traditional to post method approaches—with real academic sources. It critically evaluates Grammar-Translation, Audio-Lingual, Communicative, Task-Based, Natural, and Post method pedagogies. The paper proposes an integrative, culturally responsive approach enhanced by technology and tailored to learners' needs and contexts.

Keywords: Grammar- Translation method, Audio-Lingual Method, Communicative Language Teaching, Task-Based Language Teaching.

Аннотация: В данной статье рассматриваются основные методики преподавания английского языка (ELT) — от традиционных до постметодических подходов — с использованием реальных академических источников. Проведен критический анализ грамматико-переводного метода, аудиолингвального подхода, коммуникативного обучения, обучения на основе выполнения заданий, естественного метода и постметодических педагогик. В статье предлагается интегративный, культурно-ориентированный подход, усиленный современными технологиями и адаптированный под потребности и контекст обучающихся.

Ключевые слова: грамматико-переводной метод, аудиолингвальный метод, коммуникативное обучение Albatta, mana sizning maqolangizning o'zbek tilidagi tarjimasi:

Annotatsiya: Ushbu maqolada ingliz tilini o'qitish (ELT)dagi asosiy metodologiyalar — an'anaviy yondashuvlardan tortib, post-metod davr yondashuvlarigacha — haqiqiy ilmiy manbalar asosida tahlil qilinadi. Maqolada Grammatik- tarjima usuli, Audiolingval metod, Kommunikativ yondashuv, Vazifaga asoslangan o'qitish, Tabiiy metod va Post-metod pedagogikasi tanqidiy baholanadi. Shuningdek, maqola texnologiyalar bilan boyitilgan, madaniy jihatdan moslashtirilgan va o'quvchilarning ehtiyojlari hamda kontekstlariga moslashtirilgan integrativ yondashuvni taklif etadi.

Kalit so'zlar: Grammatik-tarjima usuli, Audiolingval metod, Kommunikativ til o'qitish, Vazifaga asoslangan til o'qitish.

It is not secret that, English has been becoming lingua franca and ability of speaking English is also being one of the most important factor that should be taken into account while hiring new staffs. The number of English teachers is also increasing with their own teaching methods. However, conducting lessons with traditional old methods is not effective anymore.

English teaching has evolved from rule-driven instruction to context-responsive, learner-centered models. Effective methodology requires a synthesis of structural accuracy,

communicative competence, and adaptability to varied educational settings. Before analyzing new approaches, revising traditional ones will be more appropriate.

Grammar–Translation Method. GTM emphasizes grammatical rules and translation, aiming for reading and literary proficiency. Though widely used historically, it deprioritizes spoken language and communicative skills .

Audio-Lingual Method. Influenced by behaviorism, ALM uses mimicry and drill repetition. While it aids pattern automation, it often suppresses learner creativity and spontaneous speech.

Communicative and Interaction-Focused Approaches

Communicative Language Teaching. CLT centers on meaningful interaction and authentic materials. Learners use English communicatively, enhancing fluency and functional competence. It marks a shift from grammar-focus to communicative goals.

Task-Based Language Teaching & Content-Based Instruction.

TBLT engages students in real-world tasks, promoting active language use. CBI integrates subject content with language learning, common in academic and professional settings.

Natural Approach and Comprehension-Based Methods.

The Natural Approach encourages comprehensible input over forced output, lowering stress in language acquisition. Learners absorb grammar naturally, before beginning to speak.

Post method Pedagogy. Pioneered by Kumaravadivelu, postmethod pedagogy rejects one-size-fits-all methods. It proposes three parameters:

- Particularity: tailoring teaching to local context
- Practicality: linking theory to actual teaching practice
- Possibility: empowering learners and challenging sociocultural constraints .

Macrostrategies

In Beyond Methods (2006), Kumaravadivelu outlines macrostrategies such as promoting learner autonomy, contextualizing input, facilitating negotiated interaction, and integrating skills.

Integrating Technology

Computer-Assisted Language Learning (CALL)

CALL has evolved from drills to interactive multimedia tools and social-networked platforms. Integrative CALL enhances grammar, vocabulary, and communication through rich digital mediums.

AI and Chatbots

Recent studies show AI tools, such as ChatGPT, can support language feedback and oral practice. While teacher feedback remains essential for syntax, AI can enhance lexical development and cohesion.

Culturally Responsive ELT

ELT must be culturally inclusive—embracing students’ identities and global perspectives. CLIL and culturally aware materials foster intercultural competence, empathy, and relevance in instruction.

An Integrated Methodological Framework

The proposed framework blends elements from all discussed methodologies:

Component Role in Teaching

Structural focus Explicit grammar via GTM drills for accuracy
Communicative tasks TBLT/CLT for speaking and fluency development

Contextual content CBI/CLIL for meaningful engagement
Comprehensible input Natural Approach and CALL for stress-free learning
Teacher autonomy Post method strategies suited to local needs
Tech integration AI tools for feedback; multimedia for practice
Cultural responsiveness Authentic texts & multicultural materials

Effective English teaching today is not method-restricted but methodologically pluralistic. The educator's role is to scaffold grammar and structure, facilitate meaningful communication, leverage technology, and adapt teaching to context. Future ELT should cultivate learner autonomy, cultural responsiveness, and lifelong communicative competence.

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