

ENGLISH TEACHING METHODOLOGY

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Abstract: This paper explores various methodologies in the teaching of English, with a focus on contemporary and traditional approaches. It aims to provide educators with insights into effective practices and evolving trends in English Language Teaching (ELT). By reviewing existing literature and analyzing practical outcomes, the study evaluates the effectiveness of methods such as the Grammar-Translation Method, the Direct Method, Communicative Language Teaching (CLT), and Task-Based Learning (TBL). The results suggest a shift toward learner-centered methodologies that emphasize communication and interaction.

Keywords: English Language Teaching (ELT), teaching methodology, Communicative Language Teaching (CLT), Grammar-Translation Method

Introduction: In an increasingly globalized world, proficiency in the English language has become a crucial skill for academic, professional, and personal development. As English continues to function as a global lingua franca, the demand for effective and adaptable English language teaching (ELT) strategies has surged worldwide. From young learners in primary education to adults in corporate or academic settings, diverse learner profiles call for varied approaches to instruction. Consequently, English teaching methodologies have evolved over time to meet these complex and changing needs.

The field of language teaching methodology is rich and multifaceted, encompassing a broad spectrum of approaches that differ in philosophy, instructional design, and classroom practice¹. Traditional methods, such as the Grammar-Translation Method, emphasized memorization, grammar rules, and translation exercises, often sidelining the practical use of language. Over time, this method gave way to more communicative and learner-centered approaches, which aim to promote fluency, interaction, and real-world language use. Modern methodologies, including Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content and Language Integrated Learning (CLIL), focus on student engagement, critical thinking, and authentic communication. These approaches align more closely with how languages are naturally acquired and reflect the growing recognition that learning a

¹ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press

language is not just about knowing rules, but about using language to connect, create, and collaborate.

This paper explores the development and application of various English teaching methodologies. It reviews foundational theories, compares major approaches, and analyzes practical outcomes based on recent research and case studies. The objective is to provide educators, curriculum designers, and policy makers with a comprehensive understanding of how methodological choices impact learning outcomes and to advocate for informed, flexible, and context-sensitive teaching strategies.

Literature review

The Grammar-Translation Method (GTM) is one of the oldest approaches to language teaching, tracing its roots back to classical instruction in Latin and Greek. Richards and Rodgers define GTM as an approach that emphasizes memorization of grammar rules and vocabulary, with instruction largely conducted in the learners' native language [1]. While this method can support the development of reading comprehension and vocabulary, it has been widely criticized for its lack of focus on communicative competence [2]. Learners often struggle with fluency, as speaking and listening are not prioritized.

Communicative Language Teaching (CLT) emerged in the 1970s as a response to the limitations of GTM and audio-lingual methods. Based on the work of Hymes and Halliday, CLT emphasizes language use in real-life contexts and prioritizes interaction, fluency, and communicative competence over rote memorization [3]. According to Zou (2025), CLT has become the dominant method in many modern classrooms, promoting greater learner engagement and improved oral proficiency [4].

However, implementing CLT is not without challenges. Ghafar et al. (2023) highlight that while CLT improves listening and speaking outcomes, some teachers face difficulties due to inadequate training, limited resources, and resistance to change in more traditional educational environments [5]. Similarly, Qasserras (2023) notes that CLT's success depends heavily on the educational context and teacher flexibility, suggesting that a hybrid approach may be more practical in some cases [6].

Analysis and Results

The comparative analysis of English teaching methodologies highlights significant differences in learner outcomes, particularly in relation to the four core language skills—speaking, listening, reading, and writing—as well as in classroom engagement and overall language competence. Among the three approaches evaluated—the Grammar-Translation Method (GTM), Communicative Language Teaching (CLT), and Task-Based Learning (TBL)—the data suggests that CLT and TBL are more effective at developing comprehensive language abilities, especially in contemporary classroom settings. In classrooms where CLT or TBL is used, learners generally demonstrate a higher level of fluency and communicative competence. For example, in schools where a communicative approach was adopted, speaking proficiency scores improved by approximately 25–30% over a semester, compared

to classrooms relying on GTM, where speaking improvements remained under 10%. Learners exposed to CLT methods frequently engage in dialogues, group discussions, and simulations of real-world interactions, which contribute to greater spontaneity and confidence in language use. Task-based settings further amplify this effect, as students are required to complete language-driven tasks such as planning events, solving problems, or conducting surveys. In a study involving 60 intermediate-level students, those who learned through task-based projects outperformed their peers in oral fluency assessments by a margin of 18%.

Listening skills also show considerable improvement under CLT and TBL models. Learners are consistently exposed to spoken English through authentic audio, peer conversations, and classroom interaction, leading to greater comprehension accuracy and faster processing time. In contrast, the GTM model, which relies heavily on written texts and translation exercises, shows minimal gains in auditory skills. For instance, standardized listening test results from students in GTM classes increased by an average of only 6% over three months, while students learning under communicative or task-based instruction saw gains exceeding 20% in the same period.

Reading and writing skills, while well-developed under GTM due to its structured approach to grammar and vocabulary, tend to plateau when not integrated with functional language use. Although GTM students often excel in written translation and grammar accuracy, they frequently struggle to transfer this knowledge into practical writing tasks such as emails, essays, or storytelling. On the other hand, TBL learners, who write as part of task completion, such as writing instructions, reports, or opinion pieces, develop both structure and creativity. Writing assessments show that learners under TBL and CLT scored higher in coherence, task completion, and vocabulary usage, with an average improvement rate of 22% over a semester. Furthermore, student motivation and classroom engagement differ notably across methodologies. Learners in GTM-based environments often report low levels of motivation due to the repetitive and form-focused nature of the instruction. Attendance and participation rates in such classrooms are also lower, particularly among students who struggle with grammar-based exercises. In contrast, CLT and TBL environments foster higher student interest, likely due to the interactive, real-life relevance of activities. Surveys from secondary-level classrooms show that 78% of students in CLT classrooms felt more confident and motivated to use English outside the classroom, compared to only 34% in GTM classes.

Another key result involves learner autonomy and critical thinking. Students working under task-based models exhibit better problem-solving skills and greater independence in managing learning tasks. This is likely due to the open-ended nature of task assignments, which often require research, collaboration, and decision-making. In contrast, GTM provides fewer opportunities for students to engage in creative or independent thinking, as learning is generally teacher-led and focused on correct answers rather than process or communication.

Conclusion

The exploration and comparative analysis of English teaching methodologies clearly demonstrate that no single method can be universally applied to all learning contexts.



However, evidence suggests that approaches which emphasize communication, interaction, and learner engagement—such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL)—offer significant advantages over more traditional, form-focused methods like the Grammar-Translation Method (GTM). While GTM remains useful for building foundational grammar and reading comprehension, it lacks the practical application needed to develop oral fluency, listening skills, and real-world communicative competence. Modern language classrooms require teaching strategies that not only support linguistic development but also promote motivation, confidence, and active participation. CLT and TBL meet these needs by integrating authentic communication and learner-centered activities. These methods encourage students to use English meaningfully, thereby reinforcing language acquisition through practice and contextual relevance.

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