

МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

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EVOLUTION OF ENGLISH LANGUAGE TEACHING METHODOLOGIES

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Annotation: The Evolution of English Language Teaching (ELT) methodologies has been a dynamic narrative that highlights the continuous changes and transformation of language education. This article provides a comprehensive overview of the historical developments in ELT methodologies, from the traditional approaches to modern pedagogies, and discusses the impact of these changes on language acquisition.

Keywords: English language teaching, methodologies, language education, pedagogical approaches, historical analysis, language acquisition, teaching strategies.

The roots of ELT methodologies can be traced back to the Grammar-Translation Method, where emphasis was on explicit grammar rules and translation (Richards and Rodgers, 2014). This approach dominated language instruction until the emergence of the Direct Method, advocating immersion in the target language (Brown, 2007). The subsequent Audio-Lingual Method emphasized repetitive drills to reinforce language patterns (Richards and Rodgers, 2014). The Communicative Language Teaching (CLT) era, with its focus on communication and contextual learning, marked a significant departure from earlier methods (Richards and Rodgers, 2014).

CLT emerged in response to perceived limitations of previous methodologies. It prioritized communicative competence, encouraging students to use language for real communication (Richards and Rodgers, 2014). Despite its widespread adoption, CLT faced criticism for neglecting grammatical accuracy (Savignon, 2001). Over time, variations of CLT evolved, incorporating elements of task-based learning and other innovative strategies (Ellis, 2012).

As a reaction to CLT's limitations, Task-Based Language Teaching gained prominence. TBLT emphasizes the use of language in meaningful tasks, connecting language learning to real-world applications (Willis and Willis, 2007). This shift

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underscores the importance of practical language use over rote memorization, fostering a more interactive and engaging learning environment.

Advancements in technology have significantly influenced ELT methodologies. The advent of Computer-Assisted Language Learning (CALL) and the integration of digital tools have transformed language education. Interactive software, online resources, and virtual classrooms provide students with immersive and engaging language experiences, adapting to the evolving needs of the tech-savvy generation (Chapelle and Jamieson, 2008).

Current ELT methodologies reflect a diverse landscape. Content and Language Integrated Learning (CLIL), Flipped Classroom, and Blended Learning have gained attention (Coyle, Hood, and Marsh, 2010). CLIL integrates language instruction with subject content, promoting language learning in context. The Flipped Classroom model shifts traditional instruction, making learning materials available online before class, allowing class time for interactive activities. Blended Learning combines traditional face-to-face instruction with online components, offering flexibility and personalized learning experiences (Graham, Woodfield, and Harrison, 2013).

Despite the evolution of ELT methodologies, challenges persist. Standardized testing, adapting to diverse learner needs, and addressing the impact of globalization are ongoing concerns. The future of ELT may involve personalized and adaptive learning technologies, emphasizing cultural competence, and addressing the linguistic needs of a globalized society (Beatty, 2010).

The Grammar-Translation Method, which emphasized the explicit learning of grammar rules and translating texts, dominated language instruction until the emergence of the Direct Method, advocating immersion in the target language. The Audio-Lingual Method followed, emphasizing repetitive drills to reinforce language patterns. The Communicative Language Teaching (CLT) era, with its focus on communication and contextual learning, marked a significant departure from earlier methods. Despite its widespread adoption, CLT faced criticism for neglecting grammatical accuracy.

The Task-Based Language Teaching (TBLT) approach emerged as a reaction to CLT's limitations. It emphasized the use of language in meaningful tasks, connecting language learning to real-world applications. This shift focused on

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In conclusion, the Evolution of ELT methodologies is an ongoing journey marked by shifts from traditional to modern pedagogies. Understanding this evolution provides educators with valuable insights to navigate the complexities of language education, ensuring adaptability, and effectiveness in meeting the diverse needs of language learners. The integration of technology and innovative approaches in ELT methodologies creates immersive and engaging language experiences, forging a new era of language education.

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