



THE MINGLE METHOD IN ENGLISH LANGUAGE TEACHING: ENCOURAGING COMMUNICATION THROUGH MOVEMENT

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Abstract: *The Mingle Method is an interactive approach in English Language Teaching (ELT) that encourages learners to move, talk, and collaborate with multiple peers during lessons. Rooted in communicative language teaching (CLT) and kinaesthetic learning principles, this method promotes authentic language use in dynamic classroom settings. This article explores the theoretical background of the Mingle Method, its implementation, benefits, challenges, and practical examples. By examining its comparison with traditional methods and other communicative approaches, this study highlights how structured movement can greatly enhance students' speaking confidence, fluency, and motivation. Recommendations are offered for teachers who aim to implement this engaging method effectively.*

Keywords: *Mingle Method, communicative language teaching, movement in education, kinaesthetic learning, English language teaching, student interaction, fluency development.*

In contemporary English language classrooms, the emphasis is shifting from rote memorisation and grammar-heavy lessons toward more interactive and student-centred approaches. One such technique gaining popularity is the Mingle Method, which integrates physical movement and communicative tasks to foster spontaneous speaking practice. Rather than confining learners to rigid seating structures, this method invites them to walk around the classroom, ask and answer questions, and actively participate in learning through social interaction.

The purpose of this article is to explore how the Mingle Method serves as a powerful tool to encourage communication, reduce speaking anxiety, and make language acquisition more enjoyable. It also outlines practical strategies for implementing this method, while acknowledging potential challenges teachers may face.

Communicative Language Teaching (CLT)

The Mingle Method draws its core philosophy from Communicative Language Teaching, which prioritises real-life communication over grammatical perfection. Scholars like Richards and Rodgers (2001) argue that language is best learned through meaningful interaction, not isolated drills.

Kinaesthetic Learning and Movement





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Movement-based learning is supported by theories of kinaesthetic intelligence, as described by Gardner (1983) in his Multiple Intelligences theory. Kinaesthetic learners retain information better through body movement, gestures, and hands-on tasks. The Mingle Method leverages this by transforming the classroom into an active space where physical mobility reinforces mental engagement.

Sociocultural Theory

Vygotsky's sociocultural theory emphasises the role of social interaction in cognitive development. In the context of ELT, mingling allows learners to co-construct meaning and learn within their Zone of Proximal Development (ZPD) — especially when tasks are scaffolded.

Key Features of the Mingle Method

- **Movement and Interaction:** Learners physically walk around the room to speak with multiple classmates.
- **Authentic Communication:** Tasks are designed around real-life topics (e.g., “Find someone who...”).
- **Time-Limited Tasks:** Activities often include time pressure to simulate real conversations.
- **Peer-to-Peer Learning:** Students engage with different partners, encountering varied accents, vocabularies, and fluency levels.

These features promote spontaneity, reduce monotony, and make the learning process more dynamic.

Planning a Mingle Activity

Teachers must:

- Define a communicative goal (e.g., asking about hobbies).
- Prepare prompts, questions, or surveys.
- Create clear instructions with time limits.
- Encourage full-class involvement and movement.

Chairs can be pushed aside or arranged in a circular layout to ensure safe and free movement. Visual aids (task cards, name tags) can also be included.

Teachers act as facilitators, monitoring progress, offering support, and ensuring participation. They can take anecdotal notes for feedback later or join the activity when needed.

Pedagogical Benefits

- **Increased Speaking Fluency:** As students repeat similar conversations with different partners, they develop automaticity in speech — a core component of fluency.
- **Reduced Anxiety:** Unlike high-pressure presentations, the informal and repetitive nature of mingling helps reduce Foreign Language Speaking Anxiety (FLSA).
- **Improved Listening Skills:** Listening becomes more challenging when hearing various classmates with different speeds, tones, and accents — a realistic preparation for real-world English.





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- Enhanced Classroom Dynamics: Shy or passive students often gain confidence through the structure and support of movement-based interactions.

Challenges and Limitations

- Classroom Space: Small rooms can hinder movement and cause disruptions.
- Noise Levels: Multiple conversations can make classroom management difficult.
- Student Resistance: Introverted learners or those from more formal educational backgrounds may be hesitant at first.
- Assessment Difficulties: Monitoring all interactions at once can be challenging for teachers to evaluate language use in real-time.

These issues can be mitigated with clear rules, consistent routines, and differentiated instruction.

Sample Mingle Activities in ELT

- Find Someone Who...

Each student receives a list such as “Find someone who has a pet / likes tea / visited another city.” They walk around and talk to peers until all boxes are filled.

- Information Gap Tasks

Students receive different parts of information (e.g., train schedules, biographies) and must walk around to gather the full picture by asking others.

- Opinion Poll

Each student collects opinions on a controversial topic and prepares a mini report based on peer responses.

- Role-Based Mingles

Students take on roles (e.g., journalist, tourist, manager) and conduct short conversations related to their character’s background.

Comparison with Other Communicative Methods

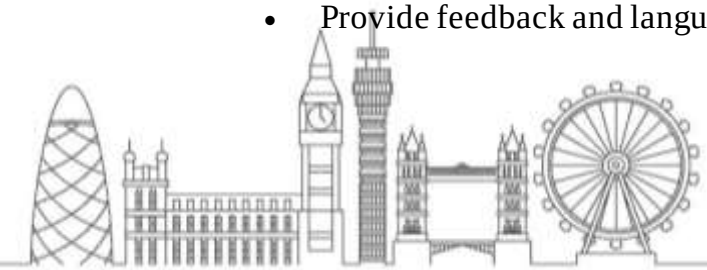
While the Mingle Method is a form of Task-Based Language Teaching (TBLT), it differs in its physical, multi-peer format. Unlike pair work or group discussions, mingling creates a rapid exchange of ideas with various interlocutors, simulating real-world interaction.

Compared to the Grammar-Translation Method or Audio-Lingual Method, the Mingle Method is more learner-centred, interactive, and focused on meaning over form. It aligns well with 21st-century skills, such as communication, collaboration, and adaptability.

The Mingle Method offers a compelling alternative to traditional classroom interaction. It supports fluency development, social bonding, motivation, and authentic use of language. However, its successful implementation depends on thoughtful planning, classroom management, and adaptation to learner needs.

Recommendations for Teachers:

- Start small with simple mingle tasks.
- Model the activity before letting students begin.
- Provide feedback and language support afterward.





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- Combine mingle tasks with writing or reflection activities to reinforce learning.

Ultimately, the Mingle Method shows that movement and communication are not only compatible — they're essential partners in dynamic, effective English teaching.

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