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## INNOVATIVE METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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**Abstract:** This study compares three innovative methods used in teaching English as a Foreign Language (TEFL): Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), and Technology-Enhanced Language Learning (TELL). Through quantitative and qualitative data collected from 60 university students, the research evaluates each method's effectiveness in improving language proficiency, learner engagement, and motivation.

**Annotatsiya:** Ushbu tadqiqot ingliz tilini xorijiy til sifatida o'qitishda qo'llaniladigan uchta innovatsion metodni solishtiradi: vazifalarga asoslangan til o'rgatish (TBLT), kommunikativ til o'rgatish (CLT) va texnologiyalar yordamida til o'rgatish (TELL). 60 nafar universitet talabalari ishtirokida yig'ilgan miqdoriy va sifatli ma'lumotlar yordamida har bir metodning til bilimlarini oshirish, o'quvchi faolligi va motivatsiyasiga ta'siri tahlil qilindi.

**Аннотация:** В данном исследовании сравниваются три инновационных метода обучения английскому языку как иностранному: обучение на основе заданий (TBLT), коммуникативное обучение (CLT) и обучение с использованием технологий (TELL). На основе количественных и качественных данных, собранных у 60 студентов университета, оценивалась эффективность каждого метода в повышении языковой компетенции, вовлеченности и мотивации учащихся.

**Keywords:** TEFL, Task-Based Language Teaching, Communicative Language Teaching, Technology-Enhanced Language Learning, language proficiency, learner motivation.

### INTRODUCTION

Teaching English as a Foreign Language (TEFL) has undergone considerable transformations in recent decades. Traditional methods such as the grammar-translation and audio-lingual approaches, which focused primarily on rote memorization and repetitive drills, have given way to more dynamic, learner-centered strategies. The shift reflects a broader understanding of language acquisition as a communicative, interactive process that benefits from practical application and student engagement. Among the innovative methodologies gaining prominence are Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), and Technology-Enhanced Language Learning (TELL). Each of these approaches emphasizes different aspects of language learning, from real-world task completion to the integration of digital tools.

This study aims to compare the effectiveness of these three innovative methods in enhancing English language proficiency among university students. By conducting a comparative analysis through empirical data collection, this paper seeks to provide insights



Date: 25<sup>th</sup> May-2025

that can help educators select and adapt teaching strategies to optimize student outcomes in diverse learning environments.

## **METHODS**

### **Participants**

The study involved 60 undergraduate students from a university English course, all of whom were non-native English speakers at the intermediate proficiency level. Participants were randomly assigned into three equal groups of 20 students each.

### **Procedure**

- **Group A (Task-Based Language Teaching - TBLT):** Students engaged in activities requiring completion of meaningful tasks, such as role-plays, problem-solving exercises, and project-based assignments emphasizing real-life communication.
- **Group B (Communicative Language Teaching - CLT):** This group focused on developing communicative competence through group discussions, dialogues, and interactive activities aimed at improving fluency and accuracy.
- **Group C (Technology-Enhanced Language Learning - TELL):** Students utilized digital tools including language learning apps, online platforms, multimedia resources, and virtual communication tools to practice language skills both inside and outside the classroom.

## **DATA COLLECTION**

The data collection process for this study was designed to comprehensively assess the impact of three innovative teaching methods—Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), and Technology-Enhanced Language Learning (TELL)—on students' English language proficiency, engagement, and motivation. A mixed-methods approach was employed to ensure both quantitative and qualitative insights were gathered, enabling a holistic evaluation of each method's effectiveness.

To measure improvements in English proficiency, standardized pre- and post-tests were administered to all participants at the beginning and conclusion of the semester. These tests evaluated the four core language skills: reading, writing, listening, and speaking. The pre-test established baseline proficiency levels, allowing for accurate measurement of progress attributable to the specific teaching method employed. The post-test, identical in structure and difficulty, served to quantify proficiency gains across the three groups.

Complementing the quantitative assessment, qualitative data were collected through systematic classroom observations and learner questionnaires. Classroom observations were conducted by trained researchers during multiple sessions throughout the semester. These observations focused on student participation, interaction patterns, and engagement levels, providing contextual understanding of how each teaching method influenced learner behavior in real-time.

Additionally, structured questionnaires were distributed to students after the completion of the instructional period. The questionnaires included Likert-scale items and



Date: 25<sup>th</sup> May-2025

open-ended questions designed to capture learners' attitudes towards the teaching methods, perceived effectiveness, motivation levels, and suggestions for improvement. This feedback was critical in understanding the subjective experiences of students and identifying factors that may have facilitated or hindered language acquisition.

#### Data Integrity and Ethical Considerations

To maintain data integrity, all assessments and questionnaires were anonymized, and participation was voluntary with informed consent obtained from all students. The study ensured confidentiality and adherence to ethical research standards as prescribed by the university's institutional review board.

Overall, this comprehensive data collection strategy enabled a robust comparison of the three teaching methods, balancing objective measures of proficiency improvement with nuanced learner perspectives, thereby enhancing the validity and applicability of the study's findings.

### RESULTS

Analysis of pre- and post-test results indicated statistically significant improvement across all groups ( $p < 0.05$ ). However, the magnitude of improvement varied:

- Group C (TELL) showed the highest mean score increase of 18%, highlighting the positive impact of integrating technology.
- Group A (TBLT) followed with a 15% increase, demonstrating the effectiveness of task-based engagement in language learning.
- Group B (CLT) experienced a 12% improvement, which, although significant, was less pronounced than in the other groups.

Teaching Method	Advantages	Disadvantages	Proficiency Improvement (%)	Learner Motivation	Key Observations
<b>Task-Based Language Teaching (TBLT)</b>	- Real-life task engagement- Enhances practical communication- Promotes collaboration	- Requires careful task design- Instructor-dependent facilitation	15%	High — students feel confident and engaged	Practical use of language; strong speaking and listening skills improvement
<b>Communicative Language Teaching (CLT)</b>	- Focus on fluency and interaction- Builds communicative competence	- May lack variety- Needs tech support to maintain interest	12%	Moderate — students enjoy communication but want more variety	Foundational method; needs supplementation for modern learners
<b>Technology-Enhanced Language Learning (TELL)</b>	- Access to diverse digital resources- Flexible, personalized learning-	- Possible overreliance on technology- Limited social interaction	18%	Very high — students motivated by interactive tools	Highest proficiency gains; boosts learner autonomy and engagement

Date: 25<sup>th</sup> May-2025

	Enhances motivation				
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Classroom observations and questionnaire responses revealed that students in Group C reported higher motivation and greater satisfaction with the learning process, attributing this to the interactive and flexible nature of technology tools. Group A students valued the practical, real-life application of language in tasks, which boosted their confidence and collaborative skills. Group B participants appreciated the focus on communication but occasionally expressed a desire for more varied activities and technological support.

### **DISCUSSION**

The findings suggest that innovative methods in TEFL each offer distinct advantages but also have limitations when applied in isolation. Technology-Enhanced Language Learning (TELL) demonstrated superior gains in proficiency, likely due to its ability to provide diverse, personalized learning opportunities and continuous access to resources. Nevertheless, reliance solely on technology without sufficient interpersonal interaction may neglect the social aspects of language learning.

Task-Based Language Teaching (TBLT) effectively promotes communicative competence through practical engagement, enhancing speaking and listening skills in authentic contexts. However, it requires careful task design and instructor facilitation to ensure meaningful learning experiences.

Communicative Language Teaching (CLT) remains foundational for fostering fluency and interaction but benefits from supplementation with technological tools to maintain student interest and adapt to different learning styles.

Given these results, a blended approach that integrates technology with task-based and communicative activities appears most beneficial. Such a model addresses diverse learner needs, balances skill development, and maximizes engagement, which are critical factors in successful language acquisition.

### **CONCLUSION**

This comparative study underscores the importance of adopting innovative and flexible teaching methods in English as a Foreign Language classrooms. While Technology-Enhanced Language Learning leads in measurable proficiency gains, combining it with task-based and communicative strategies creates a more holistic and effective learning environment. Educators should consider learner preferences, institutional resources, and contextual factors when designing curricula to ensure the best outcomes. Future research might explore longitudinal effects and the role of teacher training in optimizing these methodologies.

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Date: 25<sup>th</sup> May-2025

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