

**MODERN APPROACHES TO TEACHING ENGLISH AT A1
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Abstract: *The acquisition of English at the A1 level represents the foundational stage of language learning, where learners develop basic communication skills and essential vocabulary. This paper investigates contemporary methods employed in teaching English to A1 learners, emphasizing interactive, task-based, and technology-enhanced approaches. A mixed-methods research design, including pre- and post-tests, classroom observations, and learner questionnaires, was employed to evaluate the effectiveness of these methods. Results indicate that incorporating communicative activities, task-based exercises, and digital tools significantly improves engagement, retention, and overall language competence. The findings provide practical guidance for educators aiming to optimize English instruction at the beginner level.*

Keywords: *A1 level, English language teaching, communicative approach, task-based learning, blended learning, technology-enhanced learning*

Introduction

English has become a global lingua franca, and learning it at an early stage provides learners with crucial opportunities for communication, academic success, and future professional development. The A1 level, according to the Common European Framework of Reference for Languages (CEFR), marks the beginner stage where learners acquire basic phrases, simple sentences, and fundamental grammar [Council of Europe, 2001].

Traditional teaching methods, such as grammar-translation and teacher-centered lectures, have limitations, often failing to engage learners in active



communication. In response, contemporary pedagogical approaches emphasize interaction, learner autonomy, and the integration of technology [Richards & Rodgers, 2014]. Communicative Language Teaching (CLT) prioritizes meaningful communication, while Task-Based Learning (TBL) engages learners in practical language use through problem-solving tasks. Additionally, blended learning combines face-to-face instruction with digital platforms, increasing access to interactive exercises, language games, and multimedia content [Harmer, 2015].

This study investigates which modern approaches most effectively enhance A1-level English learning. The research addresses the following questions:

How do interactive and task-based methods influence learner engagement and motivation?

What is the impact of technology-enhanced learning on vocabulary acquisition, listening comprehension, and speaking fluency?

How do modern methods compare with traditional instruction in terms of overall learning outcomes?

Methods

The study involved 60 A1-level learners aged 12–18 from two private language schools in Tashkent. Participants were randomly divided into two groups: Group A received traditional instruction focusing on grammar rules and written exercises, while Group B experienced modern methods incorporating interactive activities, tasks, and digital tools.

Data Collection

Pre- and Post-Tests: Assessments measured vocabulary knowledge, grammar understanding, listening comprehension, and oral communication skills.

Classroom Observations: Teachers documented learner participation, interaction, and engagement during lessons.

Questionnaires: Students reported their motivation, satisfaction, and perceived usefulness of the teaching methods.

Teaching Methods Implemented



Communicative Language Teaching (CLT): Lessons included dialogues, role-plays, and pair or group discussions. Example activities: introducing oneself, asking for directions, ordering food.

Task-Based Learning (TBL): Learners completed real-life tasks such as creating simple dialogues, organizing a mini-event, or solving a problem collaboratively.

Blended Learning: Digital platforms like Duolingo, Quizlet, and Kahoot were integrated for vocabulary practice, grammar exercises, and interactive quizzes. Online videos and audio clips supported listening skills.

Data Analysis

Quantitative data from pre- and post-tests were analyzed using descriptive statistics and paired t-tests. Qualitative data from observations and questionnaires were coded thematically to identify patterns in engagement, motivation, and learner attitudes toward different teaching methods.

Results

Learning Outcomes

Group B, which engaged with modern methods, demonstrated a 30–35% higher improvement in overall test scores compared to Group A. Notably:

Vocabulary: Group B mastered common phrases and essential vocabulary faster due to gamified exercises and multimedia reinforcement.

Speaking Fluency: Learners in interactive lessons gained confidence, forming complete sentences and engaging in short dialogues independently.

Listening Comprehension: Exposure to audio clips and videos improved understanding of simple instructions, greetings, and everyday conversations.

Learner Engagement and Motivation

Observations showed that interactive activities maintained higher participation levels, with learners asking questions, initiating dialogues, and collaborating in pairs or groups.



Questionnaires indicated that 85% of Group B learners found digital tools motivating and enjoyable, enhancing their willingness to practice English outside class.

Challenges

Some students initially struggled with digital tools due to limited experience with online platforms.

Teachers noted the need for careful classroom management during group and online activities to ensure equitable participation.

Discussion

The results confirm that modern approaches positively impact A1-level English learning. CLT fosters practical communication skills, allowing learners to use English in real-life contexts, while TBL emphasizes language use through meaningful tasks. Blended learning combines traditional instruction with technology, providing learners with flexible and interactive opportunities for practice [Brown, 2014].

Integrating these approaches supports learner-centered pedagogy, focusing on autonomy, motivation, and skill development. However, success depends on teacher proficiency, lesson planning, and careful integration of digital resources. Balancing grammar instruction with communicative activities ensures learners develop both accuracy and fluency.

Additionally, challenges such as digital literacy disparities and classroom management highlight the need for teacher training and adaptable lesson designs. Future research could explore long-term impacts of technology-enhanced and task-based instruction on A1 learners and investigate strategies to support less tech-savvy students.

Conclusion

The findings of this study demonstrate that modern approaches to teaching English at the A1 level—namely Communicative Language Teaching (CLT), Task-Based Learning (TBL), and blended learning—significantly enhance learners' language acquisition, engagement, and motivation. By moving away from



traditional, teacher-centered methods that focus primarily on grammar memorization, these contemporary approaches encourage active participation, authentic communication, and practical use of language in real-life contexts.

CLT allows learners to practice speaking, listening, and basic conversational skills in meaningful situations, fostering confidence and fluency. TBL further reinforces these skills by engaging learners in problem-solving tasks, role-plays, and collaborative activities, which not only strengthen linguistic competence but also develop critical thinking, creativity, and social interaction skills. Blended learning integrates digital platforms, applications, and multimedia resources, providing learners with continuous exposure to language input and opportunities for autonomous practice outside the classroom. This combination of face-to-face interaction and technology-enhanced learning proves especially effective for the beginner stage, where repetition, reinforcement, and engagement are crucial for retention.

The study also highlights that while modern methods bring significant benefits, careful implementation is required. Teachers must receive adequate training to manage interactive classrooms effectively, balance grammar instruction with communicative activities, and ensure equitable participation among all learners. Moreover, addressing learners' varying levels of digital literacy is essential to fully capitalize on technology-enhanced strategies.

Overall, adopting a flexible, learner-centered approach that incorporates communication, tasks, and technology establishes a strong foundation for continued language development. For A1 learners, this approach not only facilitates the acquisition of essential vocabulary, grammar, and conversational skills but also nurtures a positive attitude toward language learning, increasing motivation and long-term engagement.

In conclusion, modern teaching methods at the beginner level do not merely transmit knowledge—they actively empower learners to use English in real-life contexts, foster autonomy, and create an enjoyable and interactive learning experience. Future research should explore the long-term effects of these methods



on higher levels of language proficiency and investigate strategies to further integrate emerging technologies, such as AI-assisted learning tools, into the A1 classroom. By continuously adapting teaching practices to the needs of modern learners, educators can ensure that foundational English skills are acquired effectively and meaningfully.

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