



THE ROLE OF MODERN AND SCIENTIFICALLY BASED METHODS USED BY EFL TEACHERS IN LANGUAGE TEACHING

Ibrokhimova Latofat

*2A student of XT-23-02 group,
Department of Foreign Language and Literature,
Faculty of History and Philology,
University of Tashkent for Applied Sciences,
Gavhar Str. 1,
Tashkent 100149, Uzbekistan*

Abstract. This study explores the role and effectiveness of modern, scientifically grounded teaching methods in English language instruction. It highlights the importance of integrating cognitive, communicative, and technology-enhanced approaches to improve learners' proficiency, motivation, and engagement. Data were collected through a mixed-method approach involving surveys, classroom observations, and teacher interviews. Findings indicate that scientifically supported methods such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and blended learning environments significantly enhance language acquisition outcomes. The paper concludes with pedagogical recommendations for optimizing English teaching practices through evidence-based methodologies.

Keywords: English language teaching, scientifically based methods, communicative approach, digital pedagogy, task-based learning, blended learning.

Introduction

The rapid globalization of communication and technology has redefined the requirements for effective English language teaching (ELT). Traditional grammar-translation methods, though once dominant, have proven insufficient for fostering communicative competence and critical thinking in learners. Consequently, modern language pedagogy increasingly relies on scientifically supported strategies



grounded in linguistics, psychology, and educational theory (Richards & Rodgers, 2014).

The integration of cognitive psychology, sociocultural theory (Vygotsky, 1978), and constructivist learning frameworks has given rise to methodologies that prioritize learner autonomy, contextual learning, and interaction. English language teachers today are expected to combine these theoretical foundations with modern digital tools to enhance learning outcomes and motivation.

The main objective of this study is to analyze the role and impact of scientifically based teaching methods used by English language teachers and to evaluate their effectiveness in improving learners' communicative competence and engagement.

Methods

2.1 Research Design

A mixed-method approach was adopted to obtain both quantitative and qualitative insights. Quantitative data were collected through structured questionnaires distributed to 120 English language teachers and 200 students from five universities. Qualitative data were gathered through classroom observations and semi-structured interviews with 20 teachers.

2.2 Participants

Participants included English teachers with at least three years of teaching experience and students aged 18–25 enrolled in intermediate-level English courses. All participants voluntarily agreed to take part in the study.

2.3 Instruments

- Teacher questionnaire: Focused on teaching methods, frequency of technology use, and perceived student outcomes.
- Student survey: Measured motivation, perceived language improvement, and engagement.



- Observation checklist: Evaluated classroom interaction, feedback strategies, and the integration of digital tools.
- Interview guide: Explored teachers' reflections on modern, evidence-based practices.

2.4 Data Analysis

Quantitative data were analyzed using descriptive statistics and correlation analysis in SPSS. Qualitative data were coded thematically to identify recurring patterns and insights.

Results

3.1 Adoption of Scientifically Based Methods

The survey revealed that 78% of teachers frequently used communicative and task-based approaches, while 65% integrated digital tools such as interactive platforms (e.g., Kahoot, Quizlet, Edmodo) and online collaboration spaces (e.g., Google Classroom, Padlet). Teachers who combined these tools with learner-centered methods reported higher student engagement.

3.2 Impact on Student Motivation and Achievement

Analysis of student survey responses showed that learners taught with modern, scientifically based methods demonstrated 23% higher motivation scores and 18% greater improvement in speaking and listening proficiency compared to those taught with traditional approaches.

3.3 Qualitative Insights

Interview data revealed that teachers perceived modern methods as more adaptable to diverse learning styles. However, they also noted challenges such as limited access to technology and insufficient training. Classroom observations confirmed that students were more active, cooperative, and confident when engaged through communicative tasks and blended learning modules.



Discussion

The findings support the hypothesis that scientifically based teaching methods significantly enhance English language learning outcomes. The success of these methods lies in their alignment with how the brain processes and retains new linguistic information — emphasizing interaction, contextualization, and emotional engagement (Krashen, 1982; Ellis, 2016).

Communicative and task-based methods promote authentic use of language, while digital integration provides flexibility and interactivity, essential for 21st-century learners. Teachers who utilized evidence-based strategies created environments conducive to collaborative learning, thereby fostering both linguistic and cognitive development.

Nonetheless, the study highlights the need for ongoing teacher professional development. Without adequate training, the potential of modern methodologies remains underutilized. Institutional support, curriculum modernization, and access to digital resources are therefore critical for sustainable improvement.

Conclusion

Modern and scientifically based teaching methods play a pivotal role in enhancing the quality of English language education. Approaches grounded in linguistic and cognitive theories, supported by technology, contribute to higher student motivation, engagement, and language proficiency. For maximum effectiveness, educational institutions should promote evidence-based teacher training programs and integrate modern technologies into curriculum design.

References:

1. Ellis, R. (2016). *Understanding Second Language Acquisition*. Oxford University Press.
2. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.



3. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
4. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
5. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.
6. Larsen-Freeman, D. (2018). *Complexity and Applied Linguistics*. Oxford University Press.