



EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGES

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Annotation: This article explores the most effective methods for teaching foreign languages in modern education. The study analyzes traditional, communicative, and task-based approaches, comparing their effects on learners motivation and language proficiency. Findings indicate that communicative and task-based methods, supported by technology, significantly enhance students speaking and comprehension skills compared to traditional grammar-based instruction.

Key words: Foreign language teaching, communicative approach, task-based learning, teaching methodology.

Introduction

In today's globalized world, the ability to communicate in a foreign language is an essential skill for social, academic, and professional success. Traditional language teaching focused mainly on grammar rules and translation exercises, which often failed to develop communicative competence (Brown 2014, P-56).

Modern methodologies, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), emphasize practical use of language and real-life communication. The main purpose of this study is to explore which teaching methods are most effective in improving learners linguistic proficiency and motivation.

Methods

The research employed a mixed-method approach, combining quantitative and qualitative data collection.

Participants:

The study involved 60 undergraduate students aged 18-22 from two universities who were learning English as a foreign language.

Procedure:

Participants were divided into three groups:

1. Group A: Grammar-Translation Method (GTM)
2. Group B: Communicative Language Teaching (CLT)
3. Group C: Task-Based Language Teaching (TBLT)

Each group studied for eight weeks using their assigned method. Students



completed a pre-test and a post-test to measure their proficiency in speaking, listening, reading, and writing. Additionally, interviews and motivation questionnaires were administered (Nunan 2004, P-133).

Data Analysis:

Statistical methods were used to compare test results across the three groups. Qualitative data were coded thematically to identify students' perceptions and attitudes toward each teaching method.

Results

The analysis revealed that both CLT and TBLT groups showed greater improvement compared to the GTM group.

- CLT group: Average test scores increased by 32%.
- TBLT group: Average test scores increased by 29%.
- GTM group: Only 11% improvement was recorded.

Furthermore, 85% of students in the CLT and TBLT groups reported feeling more motivated and confident when communicating in English. Students highlighted that group discussions, role plays, and task-based activities helped them practice language naturally (Willis 1996, P-48).

Discussion

The results support the idea that communicative and learner-centered approaches are more effective than traditional methods for teaching foreign languages.

Communicative Language Teaching focuses on interaction and authentic use of language, while Task-Based Language Teaching helps students develop both fluency and accuracy by completing meaningful tasks (Richards & Rodgers 2014, P-76).

In contrast, the Grammar-Translation Method, though useful for understanding grammatical structures, tends to limit opportunities for real communication. The study also emphasizes that integrating technology-enhanced learning such as online language platforms, podcasts, and interactive exercises can significantly improve learners' engagement and exposure (Harmer 2007, P-92).

Conclusion

Effective foreign language teaching involves balancing grammatical accuracy and communicative competence. CLT and TBLT approaches, supported by technology, provide opportunities for authentic interaction and help students build confidence in using the target language.

Educators should prioritize learner-centered methods that encourage collaboration, communication, and creativity in the classroom.

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