

# The Use of Old and New Methods of Teaching English

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## Abstract

The efficacy of integrating modern and conventional approaches to ELT is explored in this research. It looks at how digital tools, Communicative Language Teaching (CLT), and Task-Based Learning (TBL) can be used with traditional methods like the Direct and Grammar-Translation methods to make language learning more engaging and effective. This study examines the pros and cons of combining these approaches to improve student engagement, retention, and English competence by reviewing case studies and current research. The results show that a more balanced and effective ELT environment can be achieved by adopting a hybrid strategy that carefully combines aspects of both traditional and modern teaching paradigms. This method can meet the demands of varied learners. The article finishes with concrete suggestions for teachers to make the most of their teaching practices by strategically combining classic and modern methods.

**Keywords:** ELT, Communicative Language Teaching, Task-Based Learning, Grammar-Translation, Teaching.

## Introduction

The advent of a new language is an opening to a new future. There are different methods that people can use to learn a new language. The old methods can be boring and unhelpful to some, but with the advent of technology, students can now use new methods to teach them English. One-on-one tutorials can help students improve their English. In this environment, students can listen to their instructors attentively so they will avoid mistakes. Another method is using interactive games to motivate students to learn and speak in English. Speaking and listening can be done through games and socializing on social media. These new methods can motivate students to speak and learn English without pressure (Aznar Alejo, 2014).

Teaching methods are varied ways of presenting information to the students that can help them learn a language. Old methods are traditional and teacher-centered classrooms. Lectures, rote learning, and repetitive drills are usually applied in order to teach students as police officers would teach inmates. Both teachers and students are not really engaging with each other. Oral Tests, Written Tests, True or False Tests, and Gaps Tests should be given to

students to assess their understanding of the material. These tests require lecture-type methodology but not student-teacher interaction and engagement ( et al., 2014).

### **Historical Overview of English Language Teaching Methods**

In today's world, there are various ways and approaches to teaching a language. This article focuses on the old and now commonly used methods of teaching English. It also analyzes the disadvantages of these old methods and how they can be replaced by new, efficient methods of teaching English. Teaching English is neither a simple nor an easy task. Teachers should be extra careful when teaching English. The data gathered shows that there are old methods that have common flaws in teaching English. Hence, new methods or ways should be adopted so that they can diminish the old flaws and make language teaching efficient. This article also provides insight into the flaws in old methods and how the new methods could make a difference.

English is being taught in various ways. The method of teaching a language is its own. It is in the various kinds of pedagogical approaches employed in education. There are various methods of teaching English. First, the traditional methods: 1) Grammar-Translation Method: This is a translation-based method in which the rules are taught before putting the language to any further use. 2) Direct Method: This does not permit the use of the learner's native language. It strictly uses the target language and focuses on speaking and listening. 3) Audio-Lingual Method: This is a technique involving the use of audio materials (taped conversations) and physical practice. 4) Communicative Language Teaching: This method refers to a broad set of principles relating to the teaching of language. It studies the way in which language is used in real-life situations and the context in which language is understood by the receiver.

### **Grammar-Translation Method**

The Grammar-Translation Method is centered on the explicit teaching of grammar rules, with emulated translation activities intended to facilitate the application of these rules and to develop reading skills in the foreign language. In its seventeenth- and eighteenth-century inception, grammar-translation was the methodology used for the classical languages Latin and Greek. Its subsequent adoption for the teaching of modern foreign languages in the late nineteenth century was simply a transfer of pedagogy from one set of languages to another. As such, the application of the grammar-translation methodology remains intact from both a linguistic and socio-historical perspective. However, the last two decades in academic research have witnessed an increasing questioning of the efficacy of this approach.

In its early implementation, the premises guiding grammar-translation as a methodology for either modern or classical languages were simple. First, for a language to be learned, a comprehensive description of its grammar was required. Second, with a view to mastering its grammar, the student needed to acquire its vocabulary along with its rules of formation. Hence, the third premise was that the student be actively involved in contemplating large numbers of sentences in the foreign language and their equivalents in the native language, thereby paying attention to ongoing similarities and contrasts in grammatical structure. The procedure described by the three aforementioned premises is illustrative of the first three stages of language teaching as practiced at later Ottoman schools of foreign languages. Grammar constitutes an essential element in the learning and teaching of any language. The central aim of this research study is to find out the various methods adopted in the teaching of grammar and find out whether these methods are up to date with the recent methods recommended in the recent research on the effective teaching and learning of grammar.

### **Direct Method**

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The Direct Method was the earliest approach that widely influenced the teaching of English in the mid-1900s. A decade earlier, the Audiolingual Method emerged and fell into the same class of methods as the Direct Method, which is generally referred to as "the oral approach," the direct approach," or "the situational approach." The use of the term "direct approach" for both the Direct Method and the audiolingual method might cause some confusion. In this chapter, the Direct Method is primarily discussed. The Direct Method is intended to give the learners direct oral command of the language where they will use it. To accomplish this, a teacher needs to know well both the language being taught, an ideal native command of it (the target language), and the language of the learners (the native language). The Direct Method prohibits the use of any verbal translations, i.e., the comparison of the grammatical structure, vocabulary, and morphology of the target language vs. the learners' native language and vice versa. In this respect, the Direct Method opposes the Grammar Translation Method, where the learners are taught how to translate from one language to the other as the only and primary goal of language instruction. As the basic principle of the direct method assumes that language is speech, oral skills are focused, like in the audiolingual method. The lessons were developed around everyday real-life situations based on photographs or objects that were taught verbally via demonstrations, acting, miming, or gestures. There was no initial discrepancy between written and spoken language. More emphasis was placed on the correct pronunciation and the practice of everyday English in the classroom.

The Direct Method was widely adopted in beginning language classes (most often French and German), where it was not always well understood by the teachers or fully realized even among those who did try to adhere to it. In the mid-1800s, only French was taught for commercial purposes in many elementary and secondary schools and almost never in a wider socio-economic context. Learning by heart in detail was the primary objective of the noted beginning language course written by the French Professor at the University of Saint Andrews, Charles H. Smith, in 1864. Eventually, the Direct Method became an effective and plausible "cure" for the flaws of the Grammar Translation Method, while mutual influence also resulted from the emergence of the northern town grammar schools following the 1840s.

### **Audio-Lingual Method**

The Audio-Lingual Method is a style of teaching foreign languages, in particular, English, which adheres to the principle of 'listen and repeat' or 'hear and say.' It is a teacher-centered approach to foreign language education that emphasizes the memorization of language patterns and rules and the practice of these patterns using repetition and substitution drills. It was developed in the 1950s in the United States by the army to train troops in foreign languages during the Second World War. It focused on oral language due to the strong influence of behaviorism, which held that learning is a habitual response to stimuli and that particular stimuli cause particular responses. Stimuli include the spoken language of the teacher, as well as written exercises. Responses are usually repetition and 'yes' or 'no' answers. The aim is to develop the habit of the new language in learners in order to avoid influences from the first language (L1). The audio-lingual method was widely used in English language teaching (ELT) in Vietnam in the 1990s when there was a rapid expansion of English language education in schools and universities and a strong demand for teachers and materials.

Listening Comprehension is the process of understanding the meaning of spoken discourse. It has been recognized as being as important as or even more important than reading comprehension in Foreign Language (FL) education. Vietnam has recently adopted a new National English Curriculum, which requires teaching and testing listening comprehension skills to school children starting from grade three. Prior to this requirement, there was little or no listening comprehension practice or tests in schools. Some high school graduates even said

they could not understand a single word of English heard on the radio or on television. The big task of designing or adapting appropriate listening comprehension tests for national examinations worked on understanding the tenets of the audio-lingual method.

### **Communicative Language Teaching**

The term communicative appears four times in a single paragraph in Richards and Rodgers. It is, therefore, considered at this stage to be the most comprehensive and successful of all the various contemporary methods. In the original paper, CLT is presented as both a general or broad approach to language teaching and also as a more specific series of principles for designing a syllabus, developing teaching materials, and selecting classroom activities. The general objectives or goals of the communicative approach are described in the following way: The goal of language teaching is to help learners develop communicative competence. This involves not only learning the grammatical and lexical forms of the language but also learning how these language forms are used to express different kinds of communicative meaning in different kinds of situational contexts. An essential aspect of communicative competence is "knowledge of how, when, and why to say what to whom."

The communicative approach to language teaching is based on the observation that the primary reason for language learning is the need to communicate in the everyday life of the community in which the language is used. This led to a recognition of the communicative nature of language in terms of its "formal properties" (the systems of sounds, words, and grammar) and its "functional" and "sociolinguistic properties," or the ways in which language varies according to factors such as context, use, speaker and listener roles and non-verbal elements. Exploring the theory behind CLT, it has been noted that within the overall communicative approach to language teaching, there are a number of more specific approaches, or sub-approaches, to language pedagogy. These include the information-gaps approach, in which learners communicate by exchanging information in order to complete a task; the process approach, in which the focus is on the process of language and story reconstruction; the task-based approach, which emphasizes the completion of the communicative task rather than the forms of language used, and the text-based or genre approach, which examines the communicative purposes and situational context of spoken or written texts in a particular genre.

The use of the communicative approach to language teaching is thorough, ranging from its original conception to classroom context and student control of the learning process. Richards and Rodgers claim that the CLT is an approach based on the communicative view of language and the teaching of the language. As a communicative approach to the teaching of language, it aims to make communicative competence the goal of language teaching. In real terms, this involves facilitating the development of procedures for the teaching of the four language skills that will develop the interactive use of the language.

### **Emergence of New Teaching Methods**

With increasing globalization and socializing, the demand for English language instruction in non-English-speaking countries is widely spreading. Instructors in such teaching contexts are often either native speakers of the local language or bilinguals who have been instructed in English as a second or third language; hence, they are not naturally exposed to the language. This leads to a dilemma of adopting the old or new methods of teaching English. Whereas the old methods of teaching tend to be applied with a certain principled eclectic style, the advent of new teaching methods coincides with a few other great leaps in the field of education. Recently, demands on teachers of other disciplines to be proficient English language users and, hence, users of English as a medium of instruction (EMI) have particularly risen.

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This has necessitated both hectic English language training programs and textbooks to serve such special needs. However, this has been met with a dearth of background research investigations.

The growing status of English as the lingua franca of globalization has also seen an increasing interest in the teaching of English as a foreign/second language in most non-English-speaking countries and contexts (World et al., 2021). From this global wave of English language instructional development and the spreading emergence of new teaching methods in such an infrastructure teaching context, this paper endeavors to describe and explain the newly emerging approaches for English language instruction. Task-based language teaching is one of the most commonly used instructional approaches in this regard, and it will also be discussed in detail. It intended to gather information on how EMI is being interpreted in countries where host languages are not English. New perspectives for research around EMI are emerging from an understanding of how and why it is being adopted in different educational contexts. Taken as a whole, these responses open up the field for investigation of EMI, therefore assisting with the growth of EMI in other settings.

### **Task-Based Language Teaching**

Task-based Language Teaching (TBLT) is the philosophy of language teaching that uses activities as the central unit for analyzing the regularity of language as a social process. It is viewed as the most modern adaptation of communicative language teaching. Task-Based Language Teaching (TBLT) is one of the cornerstones of modern CLT in the research context. TBLT is intended to be a practical and manageable realization of CLT for second language settings. It is defined, on the one hand, as a goal in which the use of language is central and as a means in which the focus is on the use of language rather than any other element of the communication process. The concern of this definition is, however, one in the grey area between the task-as-goal and task-as-means perspectives (YAMAMOTO & MARCHESSEAU, 2014).

In English language programs, TBLT is viewed as a practical and manageable model of CLT. In foreign language programs, particularly, it is seen as a way of ensuring that the curricula are more focused on the needs of students rather than on the prerogatives of interested outside parties, such as textbook publishers and native-speaking teachers (Alshenqeeti, 2020). Currently, TBLT is still relatively new for many teachers and teacher-trainees of English as a second language or as a foreign language worldwide. In investigating the possibility of TBLT in the higher education context, the study also aims to provide some baseline data for designing a TBLT-type teacher-trainee curriculum in an attempt to continue further investigation in this area. Considering the significance of teachers in the successful implementation of any curriculum, it is thus hoped that this study will offer insights into the perceptions, beliefs, and practices of English language teachers in the local context of Indonesia.

### **Content and Language Integrated Learning (CLIL)**

Content and Language Integrated Learning (CLIL) is the process whereby subjects are taught in a foreign or second language with a dual focus on content and language. It is an interdisciplinary, highly innovative approach used by several educational systems in Europe and is gradually gaining importance in Asia as a vehicle for learning and promoting languages. The traditional view of language development resulting from worked-out, formal teaching has been radically challenged by the strong interdependence between the teaching and learning of language (either first, second, or foreign) and the acquisition of other subjects or content areas. The fortuitous nature of how language is acquired through non-linguistic experience has been central to the argument for extending the scope of language teaching beyond a focus on form

to incorporating approaches that contextualize language and take learners' needs into account (María et al. Di Bin, 2010).

The curriculum states that language professionals should grasp the peculiar integration of language and content characterizing CLIL to ensure the successful implementation of this approach. Graduates of Translation Studies who have received language training through implicit approaches might be well prepared to teach English for General Purposes (EGP) through CLIL but would face great difficulties in teaching English for Specific Purposes (ESP) (i.e., a modern foreign language through which a non-language academic discipline is taught). All teaching will be seen as language teaching by language professionals trained in CLIL. The curriculum reflects the problem that much of what is identified with CLIL has been appropriated by departments of education without acknowledging the pedagogical considerations emerging from the work of language-teaching professionals (World et al., 2022).

### **Flipped Classroom Approach**

Research on student learning approaches and out-of-class learning environments has shown that technology provides learners with opportunities to process language input in non-linear ways (Nazara, 2019). A flipped classroom, where instruction is delivered primarily online using video lectures and other technologies, has the potential to promote and accommodate effective second language acquisition with extensive language input outside the classroom and opportunities for participatory interaction in class (Bakar et al. et al., 2018). However, a flipped classroom approach is a relatively new concept for many learners and teachers, and concerns about the methodology itself should be addressed. There is also a need for further research on individual impact, particularly at a larger level and among a diverse sample of learners.

The flipped classroom approach is based on the principles of social constructivism and learner-centeredness. This approach is characterized by a shift of control from teachers to students both in and out of class. By assigning instructional and pedagogical decisions to students themselves, they are given opportunities for self-directed learning in accordance with their own needs and styles. Thus, this approach promotes student autonomy, which is particularly essential for language learning since language acquisition occurs through more unpredictable and incidental processes. A flipped learning model features students learning the bulk of knowledge and skills outside the classroom while class time is allocated to collaborative problem-solving activities. Prior to coming to class, students are exposed to language input by watching authentic video lectures or engaging in collaborative tasks on social network sites. During class, students engage in and negotiate comprehension of lecture contents with collaborative tasks. The flipped learning method has been applied to native English speakers and Korean EFL learners.

### **Comparison of Old and New Methods**

Both the old methods and new methods are compared and analysed in this part of the study. They both have their own useful ends and different potentials. A comprehensive analysis is undertaken here.

#### **Old methods:**

1. Teaching through translation: a. This is an easy method to master as it requires a familiarity with the Montessori system b. Nobody can be excellent in English without hampering the mother language.
2. Selective telling a. The teacher takes a passage from a given lesson. b. What little vocabulary a pupil might have acquired is soon forgotten.
3. The Global or whole language method a. It is based on psycholinguistic research. b. It makes second language learning like the first language acquisition.
4. Teaching new words a. If an effective method can be devised. b. It requires highly trained teachers with a fair amount of imagination.
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Teaching oral dialogue a. A permanent system of three stages is elaborated. b. Compilation of dialogues and dramatization. 6. The direct or quasi-direct method a. This method is called quasi-direct. b. It needs no elaborate means. 7. The demonstration method- The audio-visual method a. This method employs photographic slides or film strips. b. These means are used, for instance, when teaching simple actions. 8. The look and say abstention a. The teacher has learned 10 English words. b. The pupils are taught the whole word and not the component letters.

### **The New/Current Methods:**

There are new current methods which have developed and grown recently and are now used for teaching. - Audio-lingual method This is a more sophisticated process. A unit of language is based on a grammatical structure or a function. It emphasizes speech. Here, there are no facts of a language. Sentences are broken down into parts. Music and songs are used to make learning easy.

- The situational method Using the situational method, the teacher needs to show what he speaks. He uses activities and models. He should also set the stage. In London, a teacher asked how many pupils/schools were there. Under this method, teachers need to practice frequently.

- Communicative approach This approach is viewed as the outcome of the constructive (experiential) approach ( et al., 2014). The communicative meaning of communication is the function of speaking and listening (Berisha, 2017). Then, the pupil should be given opportunities to manage a minimum of vocabulary. English should reach foreign countries.

### **Effectiveness of Old and New Methods in Different Contexts**

Focusing on the use of alternative methods of English Language Teaching (ELT), this study investigates the reported experiences of eight English Language teachers in various countries. Types of alternative methodologies employed, the considerations involved in their use, and the language learning contexts in which they work best are explored. Findings indicate that the use of alternative methodologies is diverse, largely determined by context, and that both external considerations, such as the local context and institutional support, and internal considerations, such as teachers' own pedagogical beliefs and the fit of the methodology to the specific situation, are influential in determining implementation (World et al., 2021).

The study presents a broad spectrum of applications, describing alternative methodologies involving both the adaptation of established approaches and the development of new approaches. The findings illuminate the complex interplay of contextual factors that affect language learning and teaching. Contexts are dealt with broadly, addressing the geographical, societal, institutional, and personal background factors of the language learning environments. By painting a more holistic picture of contexts, this study aims to shed further light on the innovative uses of alternative methodologies against the background of diverse language learning contexts and to highlight the language learning contexts in which such innovation may meet the greatest success (Fatih Ürün, 2015).

### **Challenges and Opportunities in Implementing New Methods**

In the implementation of any new method of teaching English, there are obstacles that need to be addressed. Teachers show concern that they do not get enough support materials for their subjects. Some teachers face problems when using instructional materials like projectors, overhead projectors, etc. Teachers serving in educational institutions located in rural areas may have such problems. In such cases, teachers might find difficulties in responding to activities that require audio-visual aids. To face such problems, it is better to make use of local materials/modifications by making sure that other basic things required for these activities are

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available. There are also opportunities related to new methods of teaching English. Educational institutions across the country impart training on various innovative and modern techniques. Innovations in English language teaching seem to overcome the shortcomings of traditional teaching. Students are becoming more active in learning with the use of drama, role-play, group discussions, case studies, news reading, speaking games, etc. These activities tend to enhance students' proficiency in the four basic skills of language, which are Listening, Speaking, Reading, and Writing ( Mahmood, 2014 ) ; (Bekele Abate, 2014) ).

### **Incorporating Technology in English Language Teaching**

Today, the integration of technology in English Language Teaching is gaining momentum. Technological tools and resources can be envisaged as the cornerstones of contemporary language instruction, as they improve the teaching-learning

EFL in rural areas faces the great challenges of learners in exposure to, as well as inaccessibility to, means of authentic English input. Roaming in the challenge, English language educators have applied fixed and portable options of technological innovation to accustom learners with authentic equal footing English via exposure to its homes in rural areas anywhere alongside. Different creative ways of technology integration in English language classrooms have been attested to inside and outside the class. An example of creative technology use can be the construction of an outdoor functional English language learning environment by creating gardens naturally holding a myriad of unmandated authentic English outlets to naturally feed learners with equal footing exposure to the target language (Shulgina & M. Karim, 2018). Integrating technology as a tool and receiver, embracing various pots of software applications, laptops, projectors, smart screens, mobile phones, sub-phones, and educational TV channels inside and outside the class, has been comparatively used within techno-saturated contexts and still devoid of technological support. The need for technological implantation as the wall of emergent escapable disconnected dilemmas, the urgency of teacher training across diverse socio-political spheres, and educational investment to address EFL disparity based on urban-rural juxtaposition are unmasking deliberations open for reflection and closer consideration. While it has never been easy to merge technology and education, it has never been as compelled as it is now. The net expansion of English outside of its Anglophone homes and the simultaneous global proliferation of radio, video, and television have opened innumerable new opportunities, choices, and dilemmas (Mahamamad et al. Sharif, 2015). Elsewhere or here, speaking English is more a condition for survival than an asset, and daily life is driven by the global economy via the pervasive waves of English.

### **Innovative Approaches to Teaching English**

This section delves into innovative approaches to teaching English, examining unconventional methods and pedagogical strategies. It explores creative and experimental practices in language instruction, offering insights into diverse approaches that challenge traditional teaching paradigms. It extensively discusses imaginative and non-conventional methodologies for teaching the English language.

In this exploration of diversity within a discipline as rigorous and discipline-bound as language instruction. It is hoped that by recounting the unusual pedagogical practices of some English educators, it can be seen how their processes broaden the realm of what can be considered viable approaches to teaching an academic discipline. The objective here is to shed light on the practices and philosophies of some of these English instructors at an under-resourced post-conflict Arab university (United et al.) who dare to experiment with pedagogical wrinkles and narrative liberties that question their own professional beliefs and ideological



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investments. Their puzzling practices diverge from conventional understandings of pedagogical approaches and the semiotic nexus of teaching in a second or foreign language (SFL) context (World et al., 2021), as well as teachers' imagined spaces in a second or foreign language context. It is worth noting that this recounting may appear ironic for an audience of burgeoning PhD candidates and policymakers. By offering an "alternative" understanding of teaching English as a second/foreign language, it is hoped that the limitations of the current universally prescribed English language teaching (ELT) approaches will be made clear (Assalihee et al., 2019).

### **Conclusion**

There are advantages and disadvantages to the old methods of teaching the English language. The old methods of teaching the English language can have implications in the future. The above essay deals with different aspects of both old and new methods of teaching the English language. Education plays a positive role in the establishment of a nation. Its importance cannot be denied. The English language is the main medium of modern education. Old methods of teaching the English language need to be uprooted for the success of a healthy national life. Lots of changes have taken place in the recent past in all spheres of life. New and new inventions are made every day. Fantastic changes and revolutions are made in the field of science and technology. The impact of such colossal progress and achievements in the life of the East and West has brought about a change in lifestyle and thinking ((Galbeaza)) (Alina, 2018). Now, we live in a space-age where typewriters have been replaced by computers. The satellites and orbits are playing a pioneering role in the socio-economic development of a nation. The same is true logically in the field of education. The ages and days of chalk and duster have vanished in the guise of smart classes. Classes are now taken on projectors, the latest computers, and LCD monitors.

Thank god, days of blackboards have vanished. The long and fond tradition of crammed and mechanical learning has also been buried to dust. Information technology, unlike the blackboard, which was confined to the limit of four walls of a building, is being pervaded to the corners of the world through the help of TV, scanners, mobile, and various internet-enabled devices. Now, there is no need for a hut against the strong light and wind of progress and development. The win-win smile on the face of knowledge-hungry comers is the apparent bleak (Meyer, 2010). Competitive examinations are held to attract bright and talented students. English is the medium of all good and great institutions, with the exception of a few. Modern methods of learning the English language provide the same reliable and unconditional access to knowledge and information. In the words of Joseph Lister, "Whatever is learned here today will be in one's thinking for tomorrow, and he will act according to what he has absorbed." It was the old methods of learning the English language that threw mud on the noble aims of education and misled the fate of such a nation by producing characters and devilish tricks contrary to basic human nature.

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(Berisha, 2017). Nowadays, English is a prerequisite in all multinational companies and organizations, along with science, commerce, economy, etc. After the independence of India, many educational policies have been adopted regarding the role of the English language in the Indian education system. As a result, various methods have been adopted for teaching the English language. People are unaware of these methods, and on this backdrop, the present paper attempts to highlight the past, present, and future perspectives on the methods of teaching the

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English language with a general opinion among the people to employ the best methods for teaching the English language ((Galbeaza)Alina, 2018).

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