



The Impact Of Modern Teaching Techniques On English Language Skills: An Experimental Study

M. Mary Jyothi¹ , Dr. C. Grace Indira²

¹Research Scholar, Dept. of Education, Acharya Nagarjuna University, Guntur, A.P.

²Associate Professor , St. Joseph's College of Education for Women, Guntur, A.P.

Abstract

This experimental study investigates the Impact Of Modern Teaching Techniques on English Language Skills, utilizing a Non-Randomized Solomon Four Group Design to assess their effectiveness compared to traditional methods. The sample consisted of 200 homogeneous students, divided into four groups: two control groups (C₁ and C₂) receiving traditional teaching methods, and two experimental groups (E₁ and E₂) taught using modern techniques. Pre-tests were administered to groups E₁ and C₁, while all groups underwent post-testing. The study employed several assessment tools, including the Soft Skills Scale (SSS), an English Aptitude Test, and an English Language Interest Inventory, with a focus on key language components such as phonetics, tenses, grammar, and workplace etiquette.

Findings revealed that the Traditional Teaching Method positively impacted Listening, Reading, and Writing Skills in the Control Group, while having no significant effect on Speaking Skills. Conversely, Modern Teaching Techniques significantly improved all aspects of English language skills—Listening, Speaking, Reading, and Writing—in the Experimental Group. These results highlight the effectiveness of modern teaching approaches in enhancing English language proficiency and suggest that educational institutions should consider integrating innovative methods into their curricula to foster improved language acquisition among students. The study underscores the need for ongoing research into teaching methodologies that support language learning in diverse educational contexts.

Key words: Experimental study, Control group, Experimental Group, English language skills, Listening, Speaking, Reading, and Writing.

I. Introduction:

In the 21st century, the rapid evolution of technology and the demands of globalization have revolutionized how English is taught and learned. Modern teaching techniques emphasize active learning, technology integration, and a student-centered approach, making the process of acquiring English language skills more engaging, efficient, and adaptable to individual needs. Modern realities place increasingly high demands on the practical knowledge of foreign languages. In this context, the use of innovative educational technologies offers vast opportunities to enhance the effectiveness of language learning (Terletska, 2020). The current era provides a wide range of tools and systems that innovative educators can utilize to improve teaching and learning conditions. These tools are employed to make the learning process more engaging, motivating, stimulating, and meaningful for students (Aiya, 2022). Learners' minds are never static; they are constantly evolving and adapting. Regardless of the teaching methodology used, the focus must always be on student-centered learning (Khalikova & Mansurova, 2021). Learning a language involves much more than simply acquiring vocabulary and mastering grammatical structures; it also requires thinking, dreaming,

imagining, and responding in that language. The process of learning one's first language is naturally completed through kinesthetic learning in early childhood. Children instinctively act upon the things they encounter in their environment, often imitating the actions and speech patterns of their parents and others around them. This imitation serves as a form of kinesthetic interaction. Applying similar methods when learning a second language can lead to more effective and accurate language acquisition (Eldhose & Subin Scaria, 2016).

II. Conceptual Background

1. Blended Learning

Blended learning combines traditional face-to-face classroom instruction with online resources and digital tools. In the context of English language teaching, this method allows students to engage with the material outside of class through interactive exercises, videos, podcasts, and language apps. This approach enables:

- **Personalized Learning:** Students can practice at their own pace, focusing on areas where they need improvement, such as grammar, vocabulary, or pronunciation.
- **Enhanced Listening and Speaking Skills:** Online resources often provide audio-visual materials, which allow students to listen to native speakers and practice speaking in real-world contexts.

2. Task-Based Learning (TBL)

Task-Based Learning focuses on real-life tasks as the central element of the learning process. This approach promotes communication and problem-solving, requiring students to use English in practical scenarios, such as planning a trip, conducting interviews, or solving a problem. Through TBL, students develop:

- **Communicative Competence:** Learners use English in meaningful ways, improving their fluency and ability to express ideas clearly.
- **Collaborative Skills:** Working in groups or pairs, students build teamwork and communication strategies while practicing English.

3. Flipped Classroom

In the flipped classroom model, students review instructional content (e.g., video lessons, readings) outside the classroom and spend in-class time engaged in discussions, problem-solving, and interactive activities. This technique enhances English language skills by:

- **Encouraging Critical Thinking:** In-class activities promote deeper engagement with the language, as students discuss and apply what they have learned.
- **More Speaking Opportunities:** With less time spent on lectures, students have more opportunities to practice speaking and listening in a supportive, collaborative environment.

Impact on English Language Skills

The implementation of modern teaching techniques has a profound and positive impact on various aspects of English language proficiency. These techniques leverage technology, interactive methods, and student-centered learning to create more engaging and effective learning environments. The integration of modern teaching techniques significantly enhances the development of core English language skills such as speaking, listening, reading, writing, grammar, and vocabulary. Below is an exploration of how specific modern methods—Flipped Classroom Teaching, English Language Lab Sessions, Task-Based Learning (TBL), and Project-Based Learning (PBL)—affect each of these skills.

1. Speaking

Flipped Classroom Teaching:

In the flipped classroom, students engage with grammar and vocabulary lessons outside class (via videos or readings) and use in-class time for interactive speaking activities such as debates, discussions, or role-plays. This approach gives learners more opportunities to practice speaking in real-life contexts.

- **Impact:** Students focus on communication skills in class, practicing fluency and accuracy through conversations that simulate real-world scenarios.

English Language Lab Sessions:

Language labs allow students to practice pronunciation and intonation with guided listening and speaking exercises, often using multimedia tools that provide immediate feedback.

- **Impact:** These sessions help students improve their pronunciation and fluency through repeated practice, enhancing confidence in oral communication.

Task-Based Learning (TBL):

TBL emphasizes completing tasks (e.g., interviews, presentations, role-playing) that mimic real-world situations where English is required. The focus is on meaningful use of the language rather than accuracy alone.

- **Impact:** TBL fosters fluency in speaking by encouraging learners to use language authentically in task-based interactions.

Project-Based Learning (PBL):

In PBL, students collaborate on long-term projects that require communication in English (e.g., creating a magazine, developing a presentation). Speaking is naturally integrated as they discuss ideas, negotiate tasks, and present outcomes.

- **Impact:** PBL enhances both speaking fluency and teamwork, as students must use English for real communication and presentations.

2. Listening

Flipped Classroom Teaching:

With the flipped classroom, students often watch video lectures or listen to podcasts outside of class, which helps them improve their listening skills by exposing them to different accents, speech rates, and language forms.

- **Impact:** This method enhances students' ability to comprehend authentic English, including exposure to native accents, idiomatic expressions, and natural speech patterns.

English Language Lab Sessions:

In language labs, learners engage in listening exercises where they hear native or near-native English speakers. Audio materials range from casual conversations to academic lectures, providing varied listening practice.

- **Impact:** These sessions help students sharpen their listening comprehension, especially their ability to understand different accents and speech registers.

Task-Based Learning (TBL):

TBL often involves listening tasks such as following spoken instructions or participating in group discussions, helping learners develop their ability to process spoken language in real-time.

- **Impact:** Learners improve their active listening skills by responding to questions or completing tasks based on what they hear in dialogues or group discussions.

Project-Based Learning (PBL):

During PBL, students often listen to presentations, interviews, or instructions as part of their research or project work. Collaborative projects also involve listening to peers and instructors.

- **Impact:** PBL enhances listening comprehension in academic and collaborative contexts, preparing learners to handle a variety of listening situations.

3. Reading

Flipped Classroom Teaching:

In flipped classrooms, students read materials before class (e.g., articles, e-books, or study guides), preparing them for in-depth discussions and activities in the classroom.

- **Impact:** This method improves reading comprehension as students analyze, summarize, and critically engage with texts outside of class.

English Language Lab Sessions:

While language labs primarily focus on listening and speaking, some labs include reading exercises where students practice scanning, skimming, and analyzing texts.

- **Impact:** Language labs can enhance reading comprehension by providing interactive reading activities that allow for immediate feedback.

Task-Based Learning (TBL):

TBL often requires learners to read instructions, reports, or articles as part of completing a task. The reading is goal-oriented and focused on practical understanding.

- **Impact:** Learners develop strong reading comprehension skills through purposeful reading tasks that require understanding and applying information.

Project-Based Learning (PBL):

In PBL, students must read various materials related to their project topics, including research articles, case studies, and reports. This reading informs their project and fosters critical thinking.

- **Impact:** PBL encourages in-depth reading, allowing students to build analytical skills while improving their ability to comprehend and synthesize complex texts.

4. Writing

Flipped Classroom Teaching:

With more classroom time for activities, the flipped classroom allows students to work on writing projects in groups or individually, receiving guidance and feedback from the teacher during class.

- **Impact:** This structure encourages students to focus on refining their writing skills through peer collaboration and instructor feedback in real-time.

English Language Lab Sessions:

While typically focused on spoken language, some language labs integrate writing exercises, where students might write reflections or responses to listening activities.

- **Impact:** Lab sessions with writing components can help reinforce grammar, sentence structure, and cohesive writing skills.

Task-Based Learning (TBL):

Writing tasks in TBL are often integrated into real-world activities, such as writing emails, reports, or summaries. This practical writing practice helps students develop concise and effective writing skills.

- **Impact:** TBL strengthens students' ability to write with purpose and clarity, often under time constraints, which mirrors real-world writing demands.

Project-Based Learning (PBL):

In PBL, writing is central to project documentation, reports, or presentations. Students write collaboratively and receive feedback from both peers and teachers.

- **Impact:** PBL enhances writing proficiency by encouraging learners to organize, draft, and revise content for complex, long-term projects.

5. Grammar and Vocabulary

Flipped Classroom Teaching:

Grammar and vocabulary instruction is often delivered through pre-class videos or readings, allowing classroom time for more interactive practice, such as quizzes, games, or application tasks.

- **Impact:** This approach helps learners better retain grammar and vocabulary by applying theoretical knowledge in interactive, classroom-based activities.

English Language Lab Sessions:

Labs often provide vocabulary and grammar exercises through interactive software, offering immediate feedback and allowing students to repeat exercises until mastery is achieved.

- **Impact:** Language labs provide an engaging way to reinforce grammar and vocabulary through repetition and contextual exercises.

Task-Based Learning (TBL):

Vocabulary and grammar are learned in context during TBL, where students need to use appropriate language structures to complete a task. For example, writing a report or conducting an interview requires specific vocabulary and grammatical accuracy.

- **Impact:** TBL deepens grammar and vocabulary retention by embedding them in authentic, task-oriented communication.

Project-Based Learning (PBL):

PBL encourages students to acquire and apply subject-specific vocabulary and grammar that are relevant to their projects. The long-term nature of PBL helps reinforce the usage of new language elements.

- **Impact:** PBL promotes deeper learning of grammar and vocabulary through the sustained use of language in meaningful, context-driven projects.

Each of these modern teaching techniques—**Flipped Classroom**, **English Language Lab Sessions**, **Task-Based Learning**, and **Project-Based Learning**—offers unique advantages for enhancing core English language skills. They make language learning more dynamic, personalized, and relevant to real-world communication, helping learners develop fluency, accuracy, and confidence in English. By fostering engagement and applying language in meaningful contexts, these methods prepare students to use English effectively in both academic and professional settings.

III. Need and Significance of the Study

The need to adopt modern teaching techniques in English language education has become increasingly urgent in response to the evolving global landscape, where proficiency in English is critical for academic, professional, and social success. Traditional language teaching methods, which often focus heavily on rote memorization and grammar translation, have been criticized for failing to adequately prepare learners for real-world communication and interactive language use (Richards, 2006). As English serves as the global lingua franca, particularly in business, science, and technology, learners require language skills that emphasize fluency, critical thinking, and the ability to adapt to diverse communicative contexts (Crystal, 2012). This necessitates the exploration and implementation of modern pedagogical approaches that promote active learning, technological integration, and practical language use.

Modern teaching techniques such as Flipped Classroom, Task-Based Learning (TBL), Project-Based Learning (PBL), and the use of language labs provide more engaging, student-centered learning experiences that can significantly enhance language acquisition. These methods are designed to address the limitations of traditional instruction by focusing on authentic language use, collaboration, and problem-solving, which are essential for developing proficiency in all language skills—speaking, listening, reading, writing, grammar, and vocabulary (Ellis, 2018). For instance, TBL and PBL encourage learners to use English in real-life scenarios, fostering both fluency and accuracy in communication, while the Flipped Classroom model provides opportunities for self-paced learning, enabling students to focus on areas of individual need (Bergmann & Sams, 2012).

Furthermore, the integration of technology through language labs and mobile-assisted learning tools enhances learners' exposure to authentic language materials and provides immediate feedback, which is critical for improving pronunciation, listening comprehension, and writing skills (Chapelle, 2009). These innovations make learning more personalized, adaptive, and engaging, catering to diverse learner needs and ensuring that students are better equipped to navigate the linguistic demands of a globalized world.

The significance of this study lies in its potential to contribute to the field of English language education by providing empirical evidence on the effectiveness of modern teaching techniques. By analyzing how these methods impact the development of language skills, this research can offer valuable insights for educators, curriculum developers, and policymakers looking to improve English language instruction. As more educational institutions transition towards digital and interactive learning environments, this study will underscore the importance of adopting innovative, student-centered teaching approaches to meet the diverse needs of 21st-century learners (Johnson et al., 2016). Hence the researcher felt the need for the present study.

IV. Literature Review:

Chen's (2024) study emphasizes the benefits of using the flipped classroom model, particularly in enhancing English proficiency among urban pre-service teachers, while showing minimal impact on rural students. The flipped approach facilitates active student engagement and personalized learning, offering more opportunities for practice outside the classroom. Several studies, including those by Esfandiari and Douglas & Kim, have shown that task-based learning provides students with ample opportunities to use language in real-world situations, significantly boosting their communication skills and overall proficiency. Tasks like pyramid discussions, presentations, and essays allow students to engage in meaningful language use, thus fostering improvement in listening, speaking, and writing. Research by Rohmahwati (2016) and Praba' et al. (2018) highlights how project-based learning enhances speaking and writing skills, promoting critical thinking, collaboration, and creativity. PBL provides students with practical experiences that make language learning more relevant and engaging. Studies like those by Lokmacioğlu et al. (2015) and Al-Otaibi (2023) demonstrate that language labs and technology-enhanced environments motivate students and provide them with essential tools to practice listening, speaking, and reading. The use of interactive tools and multimedia improves language acquisition and helps learners gain confidence.

Modern teaching techniques such as flipped classrooms, TBL, and PBL have been proven to foster a more learner-centered approach, allowing for greater interaction, communication, and language use. These methods are particularly beneficial in increasing student engagement, enhancing proficiency across language skills, and promoting a more holistic and practical approach to language learning.

V. Objectives of the study:

1. To find out the effect of Traditional method in control group C_1 in English Language Listening Skill.
2. To find out the effect of Traditional method in control group C_1 in English Language Speaking Skill.
3. To find out the effect of Traditional method in control group C_1 in English Language Reading Skill.
4. To find out the effect of Traditional method in control group C_1 in English Language Writing Skill.
5. To find out the effect of Modern Teaching Techniques on experimental group E_1 in English Language Listening Skill.
6. To find out the effect of Modern Teaching Techniques on experimental group E_1 in English Language Speaking Skill.
7. To find out the effect of Modern Teaching Techniques on experimental group E_1 in English Language Reading Skill.
8. To find out the effect of Modern Teaching Techniques on experimental group E_1 in English Language Writing Skill.

VI. Hypotheses of The Study

1. There would be no significant effect of Traditional method on English Language Skill Listening in pre and post-test of control group C_1 .
2. There would be no significant effect of Traditional method on English Language Skill Speaking in pre and post-test of control group C_1 .
3. There would be no significant effect of Traditional method on English Language Skill Reading in pre and post-test of control group C_1 .
4. There would be no significant effect of Traditional method on English Language Skill Writing in pre and post-test of control group C_1 .
5. There would be no significant effect of Modern teaching techniques on English Language Skill Listening in pre and post-test of experimental group E_1 .
6. There would be no significant effect of Modern teaching techniques on English Language Skill Speaking in pre and post-test of experimental group E_1 .
7. There would be no significant effect of Modern teaching techniques on English Language Skill Reading in pre and post-test of experimental group E_1 .
8. There would be no significant effect of Modern teaching techniques on English Language Skill Writing in pre and post-test of experimental group E_1 .

VII. Research Method and Design

Experimental Method is opted for the research as it was found to be an appropriate process.

VIII. Experimental Design

A Non-Randomized Solomon Four Group Design was employed to evaluate the effectiveness of modern teaching techniques in improving English language skills. In this design, pre-tests were administered to groups E1 and C1, while post-tests were given to all four groups: E1, C1, E2, and C2. The control groups (C1 and C2) received traditional teaching methods (X1), while the experimental groups (E1 and E2) were taught using modern teaching techniques (X2). Importantly, groups E2 and C2 did not undergo pre-tests, allowing for an analysis of both pre-tested and non-pre-tested groups. To ensure validity, rigorous experimental procedures such as randomization and group equivalence were maintained. This design enabled a robust comparison of the impact of modern versus traditional methods on English language learning.

Table 1. Solomon Four Group Design

S. No	Groups	Pre-test (T ₁)	Treatment	Post-test (T ₂)
1.	Experimental Group 1 (E ₁)	E ₁ T ₁	Modern Teaching Techniques (X ₁)	E ₁ T ₂
2.	Control Group 1 (C ₁)	C ₁ T ₁	Traditional Method (X ₂)	C ₁ T ₂
3.	Experimental Group 2 (E ₂)	-	X ₁	E ₂ T ₂
4.	Control Group 2 (C ₂)	-	X ₂	C ₂ T ₂

IX. Sample and Sampling

For this study, a carefully selected sample of 386 homogenous and equivalent Polytechnic Diploma students from two colleges in East Godavari District, Andhra Pradesh, was divided into two experimental and two control groups. The selection process followed a three-stage method. Initially, 800 students were chosen, and a Soft Skills Test was conducted. This reduced the number to 650 students with similar soft skill levels. Subsequently, an English Language Aptitude pre-test further narrowed the field to 520 students with comparable aptitudes. Finally, an Interest Inventory focusing on Soft Skills and English Aptitude was administered, and 200 students with consistent interest levels in English were selected for the study.

This nonrandomized sample of 200 students, homogeneous in terms of Soft Skills, English Aptitude, and Interest, was split into four groups. Two Control groups (C1 and C2), comprising 100 students from one college, were paired with two Experimental groups (E1 and E2), consisting of 100 students from another college. This sampling ensured the groups were equivalent, allowing for a robust experimental design that would accurately measure the effects of the intervention.

Tools:

1. The Soft Skills Scale (SSS)
2. Aptitude Test (English Version):
3. English Language Interest Inventory
4. The pre-test focused on topics such as Phonetics, Tenses, General Grammar and Workplace Etiquette from the previous syllabus and prescribed course content. It was designed as an achievement test aligned with Bloom's Taxonomy, ensuring coverage of specific learning objectives.

The test underwent standardization using the facility and discriminative indices, with reliability assessed using the Kuder-Richardson Formula.

5. Post test on topics such as Phonetics, Tenses, General Grammar and Workplace Etiquette were conducted by following the same norms of pre test.

➤ **Experimental Module or Treatment (X₁) Overview:**

This module integrates modern teaching techniques to enhance student engagement and application of knowledge in language learning, specifically focusing on listening, speaking, reading, and writing (LSRW). The following components create a cohesive learning pathway:

1. Flipped Classroom Teaching (Phonetics)

- **Psychological Basis:** Cognitive Load Theory, Constructivism

Introduces students to **Phonetics**, helping them learn the basics of sounds and pronunciation at their own pace outside of class. They explore vowel sounds, consonants, stress, and intonation using multimedia tools (videos, audio clips). This self-paced learning reduces cognitive load and prepares them for active classroom discussions on phonetic patterns and pronunciation exercises.

2. English Language Lab Sessions (Tenses & General Grammar)

- **Psychological Basis:** Zone of Proximal Development, Input Hypothesis

After building a foundation in phonetics, learners attend **Language Lab sessions** focused on **Tenses** and **General Grammar**. Controlled lab exercises, interactive tasks, and immediate feedback reinforce grammatical rules and sentence structure, helping students practice tense usage in written and spoken forms. These sessions build on what students learned in the flipped classroom, ensuring the material is practiced in a supportive, structured environment.

3. Task-Based Learning (TBL) (Application of Grammar & Phonetics)

- **Psychological Basis:** Experiential Learning, Intrinsic Motivation

Once students have practiced phonetics and grammar, TBL activities are introduced to apply these concepts in real-life situations. For example, tasks might include drafting formal emails, holding discussions using correct tenses, or presenting short speeches focusing on correct phonetic pronunciation. These tasks increase students' intrinsic motivation by making language use relevant and practical.

4. Project-Based Learning (PBL) (Workplace Etiquette)

- **Psychological Basis:** Social Constructivism, Self-Determination Theory

Finally, PBL is used to teach **Workplace Etiquette**, where students work on long-term projects such as creating a formal business proposal or conducting a mock job interview. This method enhances teamwork, communication, and professional language skills while fostering autonomy and collaboration. Through sustained engagement and complex tasks, students build not only language fluency but also confidence and competence in using English in professional settings.

This cohesive module combines structured learning with active, meaningful practice, allowing students to develop both foundational language skills and professional etiquette needed in real-world scenarios.

Objective-1

To find out the effect of Traditional method in control group C₁ in English Language Listening Skill.

Hypothesis-1

There would be no significant effect of Traditional method on English Language Skill Listening in pre and post-test of control group C₁.

Table 2. Effect of Traditional Method on Listening Skills in Control Group (C₁)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
C ₁	50	15.66	3.09	16.84	2.09	0.53	7.223	0.00

Interpretation:

An independent t-test was conducted to examine the effect of the Traditional teaching method on English Language Listening Skills in the control group (C₁). The pre-test (M = 15.66, SD = 3.09) and post-test (M = 16.84, SD = 2.09) scores were compared. Results indicated a statistically significant difference between the pre-test and post-test scores, $t(49)=7.223$, $p<0.001$. This suggests that the Traditional teaching method had a significant positive effect on the English Language Listening Skills in the control group, rejecting the null hypothesis of no significant effect.

Finding:

The traditional teaching method had a significant positive impact on the English language listening skills in the control group.

Objective-2

To find out the effect of Traditional method in control group C₁ in English Language Speaking Skill.

Hypothesis-2

There would be no significant effect of Traditional method on English Language Skill Speaking in pre and post-test of control group C₁.

Table 3. Effect of Traditional Method on Speaking Skills in Control Group (C₁)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
C ₁	50	16.46	2.08	16.66	2.76	0.4887	1.429	0.159

Interpretation:

An independent t-test was conducted to examine the effect of the Traditional teaching method on English Language Speaking Skills in the control group (C₁). The pre-test (M = 16.46, SD = 2.08) and post-test (M = 16.66, SD = 2.76) scores were compared. The Standard Error of Difference (SEd) was 0.49. Results indicated no statistically significant difference between the pre-test and post-test scores, $t(49)=1.429$, $p=0.159$. These findings suggest that the Traditional teaching method did not have a significant effect on the English Language Speaking Skills in the control group, supporting the null hypothesis that there is no significant effect.

Finding:

The traditional teaching method did not have a significant impact on the English language speaking skills in the control group.

Objective-3

To find out the effect of Traditional method in control group C₁ in English Language Reading Skill.

Hypothesis-3

There would be no significant effect of Traditional method on English Language Skill Reading in pre and post-test of control group C₁.

Table 4. Effect of Traditional Method on Reading Skills in Control Group (C₁)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
C ₁	50	16.26	2.90	16.84	2.01	0.499	3.974	0.00

Interpretation:

An independent t-test was conducted to examine the effect of the Traditional teaching method on English Language Reading Skills in the control group (C₁). The pre-test (M = 16.26, SD = 2.90) and post-test (M = 16.84, SD = 2.01) scores were compared. The Standard Error of Difference (SEd) was 0.499. Results indicated a statistically significant difference between the pre-test and post-test scores, $t(49)=3.974$, $p<0.001$. This suggests that the Traditional teaching method had a significant positive effect on the English Language Reading Skills in the control group, rejecting the null hypothesis of no significant effect.

Finding:

The traditional teaching method had a significant positive impact on the English language reading skills in the control group.

Objective-4

To find out the effect of Traditional method in control group C₁ in English Language Writing Skill.

Hypothesis-4

There would be no significant effect of Traditional method on English Language Skill Writing in pre and post-test of control group C₁.

Table 5. Effect of Traditional Method on Writing Skills in Control Group (C₁)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
C ₁	50	14.88	1.88	16.00	3.14	0.5175	5.303	0.00

Interpretation:

An independent t-test was conducted to examine the effect of the Traditional teaching method on English Language Writing Skills in the control group (C_1). The pre-test ($M = 14.88$, $SD = 1.88$) and post-test ($M = 16.00$, $SD = 3.14$) scores were compared. The Standard Error of Difference (SEd) was 0.52. Results indicated a statistically significant difference between the pre-test and post-test scores, $t(49)=5.303$, $p<0.001$. This suggests that the Traditional teaching method had a significant positive effect on the English Language Writing Skills in the control group, leading to the rejection of the null hypothesis of no significant effect.

Finding:

The traditional teaching method had a significant positive impact on the English language writing skills in the control group.

Objective-5

To find out the effect of Modern Teaching Techniques on experimental group E_1 in English Language Listening Skill.

Hypothesis-5

There would be no significant effect of Modern teaching techniques on English Language Skill Listening in pre and post-test of experimental group E_1 .

Table 6. Effect of Modern Teaching Techniques on Listening Skills in Experimental Group (E_1)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
E_1	50	16.00	1.76	18.02	2.27	0.4272	17.964	0.00

Interpretation:

A paired samples t-test was conducted to determine the effect of Modern Teaching Techniques on English Language Listening Skills in the experimental group (E_1). The mean score for the pre-test ($M = 16.00$, $SD = 1.76$) significantly increased in the post-test ($M = 18.02$, $SD = 2.27$). The standard error of difference (SEd) was 0.4272, and the t-value was 17.96, which was statistically significant ($p < 0.001$). Therefore, the null hypothesis that there would be no significant effect of Modern Teaching Techniques on English Language Listening Skills in the pre-test and post-test of the experimental group E_1 is rejected. This indicates that Modern Teaching Techniques had a significant positive effect on the listening skills of the experimental group.

Finding:

Modern teaching techniques had a significant positive impact on the listening skills of the experimental group.

Objective -6

To find out the effect of Modern Teaching Techniques on experimental group E_1 in English Language Speaking Skill.

Hypothesis-6

There would be no significant effect of Modern teaching techniques on English Language Skill Speaking in pre and post-test of experimental group E₁.

Table 7. Effect of Modern Teaching Techniques on Speaking Skills in Experimental Group (E₁)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
E ₁	50	15.52	2.61	19.16	1.69	0.4397	23.756	0.00

Interpretation:

A paired samples t-test was conducted to examine the effect of Modern Teaching Techniques on English Language Speaking Skills in the experimental group (E₁). The results showed a significant increase in the mean score from the pre-test (M = 15.52, SD = 2.61) to the post-test (M = 19.16, SD = 1.69). The standard error of difference (SEd) was 0.4397, and the t-value was 23.76, which was statistically significant ($p < 0.001$).

Thus, the null hypothesis, which stated that there would be no significant effect of Modern Teaching Techniques on English Language Speaking Skills in the pre-test and post-test of the experimental group E₁, is rejected. This indicates that Modern Teaching Techniques had a significant positive effect on the speaking skills of the experimental group.

Finding:

Modern teaching techniques had a significant positive impact on the speaking skills of the experimental group.

Objective-7

To find out the effect of Modern Teaching Techniques on experimental group E₁ in English Language Reading Skill.

Hypothesis-7

There would be no significant effect of Modern teaching techniques on English Language Skill Reading in pre and post-test of experimental group E₁.

Table 8. Effect of Modern Teaching Techniques on Reading Skills in Experimental Group (E₁)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
E ₁	50	15.86	2.955	18.64	2.283	0.5280	21.601	0.00

Interpretation:

A paired samples t-test was conducted to assess the effect of Modern Teaching Techniques on English Language Reading Skills in the experimental group (E_1). The mean score increased from the pre-test ($M = 15.86$, $SD = 2.96$) to the post-test ($M = 18.64$, $SD = 2.28$), indicating an improvement in reading skills. The standard error of difference (SEd) was 0.5280, and the t-value was 21.60, which was statistically significant ($p < 0.001$).

Therefore, the null hypothesis, which posited that there would be no significant effect of Modern Teaching Techniques on English Language Reading Skills in the pre-test and post-test of the experimental group E_1 , is rejected. This suggests that Modern Teaching Techniques had a significant positive impact on the reading skills of the experimental group.

Finding:

Modern teaching techniques had a significant positive effect on the reading skills of the experimental group.

Objective-8

To find out the effect of Modern Teaching Techniques on experimental group E_1 in English Language Writing Skill.

Hypothesis-8

There would be no significant effect of Modern teaching techniques on English Language Skill Writing in pre and post-test of experimental group E_1 .

Table 9. Effect of Modern Teaching Techniques on Writing Skills in Experimental Group (E_1)

Group	N	Pre test		Post test		SEd	t- value	p value
		Mean	SD	Mean	SD			
E_1	50	14.92	2.968	18.96	2.175	0.5203	30.174	0.00

Interpretation

A paired samples t-test was performed to evaluate the effect of Modern Teaching Techniques on English Language Writing Skills in the experimental group (E_1). The mean score for the pre-test ($M = 14.92$, $SD = 2.97$) significantly increased in the post-test ($M = 18.96$, $SD = 2.18$), showing an improvement in writing skills. The standard error of difference (SEd) was 0.5203, and the t-value was 30.17, which was statistically significant ($p < 0.001$).

Therefore, the null hypothesis that there would be no significant effect of Modern Teaching Techniques on English Language Writing Skills in the pre-test and post-test of the experimental group E_1 is rejected. This indicates that Modern Teaching Techniques had a significant positive effect on the writing skills of the experimental group.

Finding:

Modern teaching techniques had a significant positive impact on the writing skills of the experimental group.

X. Educational Implications:

1. The significant positive effects observed from modern teaching techniques across listening, speaking, reading, and writing skills suggest that educators should actively integrate these methodologies into their curriculum. This could enhance student engagement and facilitate improved language acquisition.
2. Training programs should be established to equip teachers with effective modern teaching strategies. Workshops and seminars can provide educators with the necessary skills to implement these techniques effectively in their classrooms.
3. Educational institutions should consider revising their language curricula to include a greater emphasis on modern teaching approaches. This could involve the incorporation of technology, collaborative learning, and interactive activities that align with contemporary teaching practices.
4. Given the positive outcomes in all language skills, curricula should emphasize balanced development across listening, speaking, reading, and writing. This holistic approach can help students become proficient communicators in English.
5. : Continuous assessment methods should be employed to monitor student progress and the effectiveness of modern teaching techniques. Providing regular feedback can help refine instructional methods and enhance student learning outcomes.
6. The findings indicate that active engagement through modern teaching techniques leads to better language skills. Educators should promote an interactive learning environment that encourages student participation, collaboration, and critical thinking.

XI. Conclusion

This experimental study explored the impact of modern teaching techniques on English language skills, revealing significant improvements in listening, speaking, reading, and writing skills among the experimental group. The findings demonstrate that modern teaching methods not only engage students more effectively but also enhance their overall language proficiency.

By contrasting the results with the control group, which primarily utilized traditional teaching methods, it is evident that modern approaches provide a more dynamic and effective learning environment. The significant positive effects observed across all measured skills underscore the importance of adopting innovative teaching strategies in language education.

The implications of this study advocate for the integration of modern teaching techniques into language curricula and highlight the necessity for ongoing professional development for educators. As educational practices continue to evolve, this research contributes valuable insights into the effectiveness of contemporary methodologies, paving the way for enhanced language acquisition and communication skills among learners.

Ultimately, the findings suggest that embracing modern teaching techniques can lead to more effective language instruction, equipping students with the skills they need to succeed in an increasingly

globalized world. Future research should continue to explore the long-term effects of these techniques and their applicability across diverse educational contexts.

References:

- Aidoo, B., Tsyawo, J., Quansah, F., & Kwadwo Boateng, S. (2022). Students' learning experiences in a flipped classroom: A case study in Ghana. *International Journal of Education and Development Using Information and Communication Technology*, 18(1), 67–85. <http://ijedict.dec.uwi.edu/include/getdoc.php?id=9451&article=3014&mode=pdf>
- Al-Otaibi, Q. B. (2023). The Importance of using Language Labs in Teaching English as a Second Language. *International Journal of Engineering Research and Applications*, 13(1), 01–06.
- Basham, J. D., Hall, T. E., Carter, R. A., & Stahl, W. M. (2016). An Operationalized Understanding of Personalized Learning. *Journal of Special Education Technology*, 31(3), 126–136. <https://doi.org/10.1177/0162643416660835>
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- Chaitanya, E. K., & Meenakshi, B. S. (2021). Enhancing the Communicative Competence of Professional Students Using Flipped Classroom Strategy. *Journal of English Language Teaching*, 63(4), 30–39.
- Chapelle, C. A. (2009). The relationship between second language acquisition theory and computer-assisted language learning. *The Modern Language Journal*, 93, 741–753.
- Chen, W. (2024). The impact of flipped classroom on English proficiency of first-year Chinese urban and rural pre-service teachers. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1347826>
- Córdoba Zúñiga, E. (2016). Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University. *PROFILE Issues in Teachers' Professional Development*, 18(2), 13. <https://doi.org/10.15446/profile.v18n2.49754>
- Crystal, D. (2012). *English as a Global Language*. Cambridge University Press.
- Douglas, S. R., & Kim, M. (2014). Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context. *Tesl Canada Journal*, 31(8), 1–22.
- Eldhose, Y., & Subin Scaria. (2016). Act to Learn: Kinaesthetic Method in English Language Teaching. *The Journal of English Language Teaching (India)*, LVIII(5), 3–8.
- Ellis, R. (2018). *Task-based language teaching: Theory and practice*. Cambridge University Press.
- El-Senousy, H., & Alquda, J. (2017). The effect of Flipped Classroom Strategy using Blackboard Mash-Up Tools in enhancing achievement and Self-Regulated Learning skills of university students. *World Journal on Educational Technology*, 9(3), 144–157.
- Esfandiari, M. (2014). Task-Based Writing to Improve Young Teenage Learners' Reading Skills. *World Journal of English Language*, 4(1). <https://doi.org/10.5430/wjel.v4n1p20>
- Esfandiari, M., & Knight, P. (2013). Using Pyramid Discussions in the Task-based Classroom to Extend Student Talking Time. *World Journal of English Language*, 3(3). <https://doi.org/10.5430/wjel.v3n3p20>
- Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2016). *NMC Horizon Report: 2016 Higher Education Edition*. The New Media Consortium.

- Kim Nguyen, T. T. (2017). Flipped Classroom Teaching Methods: A Survey. *International Journal of Engineering Sciences & Management Research*, 4(4), 62–67.
- Lokmacioğlu, S., Küçükyılmaz, Y., & Balıdede, F. (2015). Language Labs: Dying or Evolving? *Procedia - Social and Behavioral Sciences*, 199, 65–72. <https://doi.org/10.1016/j.sbspro.2015.07.488>
- Nahavandi, N. (2011). The Effect of Task-based Activities on EFL Learners' Reading Comprehension. *Advances in Language and Literary Studies*, 2(1), 56–69. <https://doi.org/10.7575/aiac.alls.v2n.1p.56>
- Pooja, S. (2022). Exploring Task-Based Learning Frameworks for Enhancing Spoken English in Indian Classrooms. *Journal of English Language Teaching*, 64(4), 3–13.
- Praba, L. T., Artini, L. P., & Ramendra, D. P. (2018). Project-based learning and writing skill in EFL: are they related? *SHS Web of Conferences*, 42, 00059. <https://doi.org/10.1051/shsconf/20184200059>
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Rohmahwati, P. (2016). Project-Based Learning To Raise Students' Speaking Ability: Its' Effect And Implementation (A Mix Method Research In Speaking I Subject At Stain Ponorogo). *Kodifikasia*, 9(1), 199. <https://doi.org/10.21154/kodifikasia.v9i1.466>
- Srilakshmi, M., & Kiranmai, M. (2017). Teaching a Vocabulary: Task-based Approach. *Journal of English Language Teaching*, 59(5), 35–41.
- Sun, X., & Zhu, P. (2023). Implementing Project-Based Language Teaching to Develop EFL High School Students' Key Competences. *Sustainability*, 15(2), 1658. <https://doi.org/10.3390/su15021658>
- Surjosuseno, T. T. (2013). Developing Competency Based Reading Materials for English Laboratory at Tertiary Education. *World Journal of English Language*, 3(3). <https://doi.org/10.5430/wjel.v3n3p51>