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Bridging the Gap: Integrating Traditional Methodologies in Language Teaching

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Abstract: *This study examines the adoption of innovative language learning methodologies by English language teachers through a survey of 100 educators across Ukrainian institutions. The research reveals significant pedagogical transformation, with 57% of teachers actively implementing innovative techniques alongside traditional Communicative and Grammar-Translation Methods. Educators are demonstrating an increasing adoption of Content-Based, Blended Learning, Project-Based, and Task-Based approaches, indicating a shift toward dynamic, learner-centred instruction. Academic institutions serve as the primary source of methodological knowledge (45%), followed by Internet resources (28%). However, limited engagement with in-service training, workshops, and scholarly literature reveals gaps in continuous professional development, highlighting the need for structured support programs. Teachers show strong technological integration, with 82% utilising films and videos, while 51-55% employ apps, online worksheets, and digital assessments. This technological fluency reflects fundamental changes in language pedagogy aligned with digital learning environments. Despite positive attitudes, significant barriers impede innovation. Infrastructure deficiencies (37%) and insufficient training (30%) emerge as primary obstacles, alongside curriculum constraints (21%) and limited consultation opportunities (15%). These systemic challenges require institutional investment in resources and comprehensive training programs. Student responses to innovative methods prove overwhelmingly positive, with 88% of teachers reporting favourable reactions and 77% deeming the implementations successful. This alignment between pedagogical innovation and learner engagement validates innovative approaches to education. The findings indicate English language education stands at a transformative juncture. Teachers demonstrate readiness for methodological innovation, yet systemic support remains essential for sustained implementation. Addressing infrastructure and training gaps while maintaining educator enthusiasm offers a pathway toward enhanced language learning outcomes.*

Keywords: *digital learning; educational innovation; English Language Teaching (ELT); language learning methodologies; pedagogical technology; professional development; teaching strategies; technological integration.*

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Introduction

In teaching, sharing knowledge and experience, which is usually organised within a discipline, provides stimulus to a person's psychological and intellectual growth through another person or an artefact. Teaching has undergone significant development, from the use of chalk and blackboards to the emergence of technologies such as mobile devices and computers. Thus, modern and traditional education are notably different. Each education possesses particular features. Traditional is teacher-centred rather than student-focused. The teacher usually dominates the speaking time during lessons, leaving pupils limited opportunities to talk. They listen and receive information. Belias et al. (2013) state that "teachers have developed the teaching process over time, starting with the use of chalk and continuing with the development of educational technologies such as computers." (Belias et al., 2013).

Traditional schooling fails to recognise the use of critical thinking; instead, it focuses on memorisation strategies. It depends on the teacher's essential teaching tools, such as chalk and a blackboard, to enhance their teaching. Today, Belias et al. (2013) highlight numerous field modifications. The educational system has evolved because of these developments, and "the way of teaching has changed as the technological revolution drives educators to look for appropriate educational system technology" (Belias et al., 2013). Technological tools now form the foundation of modern education. It provides numerous knowledge-sharing resources. Teachers act as guides for their students, which allows them to create autonomy. Modern teaching tasks take into account the individual differences among students, providing them with more opportunities to enhance their skills. The origins of educational technology can be traced back to the twentieth century, when instructional films first emerged. Visual learning concepts emerged in the 1920s, marking a significant milestone in the development of technology-enhanced education. By 1946, the University of Pennsylvania had implemented the first electronic computing device for educational applications. The 1960s witnessed the global expansion of computer-assisted learning. Students at the University of Illinois gained access to educational materials through networked computer terminals within their learning environments. These systems enabled learners to engage with recorded lectures delivered via television or audio equipment while simultaneously accessing digital resources. The 1970s saw significant technological advances, including Engelbart's development of the computer mouse,

hypertext functionality, and collaborative software tools. This period also saw the emergence of hypermedia systems, multiple-window interfaces, and electronic messaging platforms. The following decades introduced microprocessor technology and digital textbooks, while the accessibility of video recording devices, personal computers, and CD-ROM technology expanded educational possibilities (Grace & Kenny, 2003). According to scholarly definitions, educational technology encompasses tools and methodologies that improve learning experiences by integrating appropriate technological systems, instruments, and materials. Nomass (2013) expands this definition to include the application of technical apparatus, particularly computers and digital systems, in educational contexts. Electronic learning, or e-learning, refers to educational approaches that utilise computing devices and digital technologies. These systems address multiple learning modalities, including visual and auditory processing. Implementation success depends on three critical factors: learner proficiency levels, educator expertise and engagement, and institutional goals and objectives. Contemporary educational institutions now integrate internet connectivity as a fundamental component of their instructional approach. Additionally, video conferencing technology has revolutionised classroom experiences by enabling global connections and bringing worldwide perspectives directly to students (Babelyuk et al., 2021; Koliasa et al., 2021).

Literature review

In the mid-nineteenth-century, intellectuals like C. Marcel (1793-1896), T. Prendergast (1806-1886), F. Gouin (1831-1896), and later Henry Sweet (1845-1912), Wilhelm Vietor (1850-1918), and L. Sauveur (1826-1907) laid the groundwork for innovative changes leading to new developments in traditional approaches. This methodology development was known as the Reform Movement (Richards & Rodgers, 2001). Thanks to globalisation, English has become a common language in various domains. Educators in all countries teach English as a second (ESL) or foreign language (EFL). Technology has influenced the methods of EFL teaching and learning. It makes learning more enjoyable and effective for both teaching and learning. Graddol (1997) states, moreover, that: "Technology lies at the heart of the globalisation process, affecting education, work, and culture. The use of the English language has increased rapidly since 1960. At present, the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and a key subject in the curriculum and language of imparting education"(Graddol, 1997).

Research problems and objectives

By providing actual situations and contexts, educational technology supports EFL teaching. Therefore, technological tools such as language labs, electronic devices, and audiovisual aids play a valuable role in education. Technology supports teachers in improving their teaching. In addition, new technological tools can significantly motivate students. Therefore, technology plays a crucial role in effective education.

Non-technology-based innovative language learning methodologies

Cooperative Language Learning (CLL) is part of a broader approach to teaching, also known as *Collaborative Learning* (CL). This teaching method emphasises cooperative practices, pairs and small groups of students working together. Cooperative is a "group learning activity organised so that learning depends on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others" (Olsen & Kagan, 1992). Students must use the L2 to do so and share the concept of accomplishing a shared objective, which is not mastering the language but solving the exercises (Richards & Rodgers, 2001). The skill that each enhances can loosely categorise cooperative learning strategies. However, it is essential to note that several cooperative learning activities can be designed to fit into multiple categories. Categories include teaching, writing, discussion, reciprocal graphic organisers, and problem-solving. Cooperative language learning in the EFL classroom involves group activities carefully designed to actively optimise students' engagement and promote students' contributions to each other's learning. CLL is also an effective way to enhance EFL students' academic and social skills.

The Competency-Based Instructional Model represents a pedagogical strategy focused on course design and implementation that has gained prominence since the 1970s (Richards & Rodgers, 2001). This educational framework prioritises measurable learning achievements as the primary drivers of curricular development and instructional practices. When applied to language education, this methodology becomes known as competency-based language instruction. This approach's fundamental principle involves equipping learners with the practical abilities required for authentic, real-world applications. This practical orientation has made it a cornerstone of English language programming for displaced populations, new residents, and professional development courses across diverse sectors since the 1980s. The competency-based framework has influenced the development of workplace-focused and essential life skills language curricula designed for

adult learners. Its pedagogical emphasis centres on preparing students with crucial capabilities needed to navigate everyday situations they will encounter in their daily experiences. In recent years, numerous nations have incorporated competency-based approaches into their educational systems, with robust adoption in career-oriented and technical training sectors. These methodologies have also become integral to national language education standards and frameworks. The competency-based model proves especially valuable in specialised language instruction programs designed for learners with distinct linguistic requirements. In these contexts, the instructional focus shifts to developing targeted language competencies essential for functioning effectively within specific professional or social environments, rather than pursuing broad-based general language proficiency. This targeted approach parallels specialised English instruction methodologies designed for particular professional purposes. The foundational step in developing competency-based curricula involves conducting thorough task analyses to determine the activities learners must accomplish within their target environments, followed by identifying the corresponding linguistic competencies required to complete those tasks successfully.

Connectivism Language Learning Methodology is the latest paradigm in learning. According to this theory, "Learning can reside outside of ourselves (within an organisation or a database), is focused on connecting specialised information sets, and the connections that enable us to learn more are more important than our current state of knowing" (Siemens, 2005). Siemens (2005), in his work "Connectivism: A Learning Theory for the Digital Age," argues that learning is a process that is not entirely within a person's control because it occurs not "inside" them but through the connection of information and knowledge resources. Knowledge and information resources are constantly evolving, with new data being added; therefore, the key is selecting the most important and relevant information. Equally important is determining when new information changes so profoundly that it affects the basis of the previous decision. As a result, it is no longer necessary to "know how" or "know what", but you should "know where" since there is no need to memorise everything by heart. The most important thing is finding the desired information in the right resources, which triggers learning. Finding knowledge resources is more important than what the language learner knows. Traditional teaching is dominated by the passive method, whereas connectivism focuses on education based on constructivist ideas, where students build and develop knowledge independently, thereby fostering critical thinking and learning. The student chooses the content of learning and makes decisions independently. Decision-making is also a

learning process. Learning – thanks to constructivism – may not be conducted in a traditional classroom system, where everyone learns the same thing at the same time, but rather at any time and in any place, through the so-called 3W method: Whatever, Whenever, Wherever – we learn by doing anything, at any time, wherever we are.

Constructivist Language Learning claims "they construct their version of reality, and therefore multiple contrasting ways of knowing and describing are equally legitimate" (Brown, 2001). Things become learned or known; therefore, a variety of options for construction should be presented to learners. In constructivism, students are encouraged to learn critical ideas independently through the process of discovery-based teaching. Examples include learning about compound words by playing with word strips, learning multiplication and division through manipulatives, or studying capacity by experimenting with different-sized objects. In this approach, personal theories — students' ideas about how things work — play a significant role as we try to provide activities that clarify and correct misconceptions. Additional constructivist approaches include presenting the viewpoints of others, promoting dialogue, and emphasising conceptual knowledge over rote learning. Constructivism offers essential lessons for interpreting learning outcomes and designing effective learning environments. According to constructivist theories of learning, individuals who bring their unique background knowledge, experiences, and interests into the teaching process form connections that are tailored to their own learning needs.

Content-Integrated Language instruction represents a pedagogical approach that merges linguistic development with academic subject matter. This methodology enables students to acquire language proficiency while engaging with discipline-specific content areas. The framework encompasses acquiring language skills through content exploration and mastering academic subjects delivered through a non-native language medium, including science or social studies. The theoretical foundation of content-integrated language instruction emphasises the seamless integration of subject matter and linguistic elements without prioritising one component over another (Coyle, 2007). This approach creates learning experiences strategically designed to enhance language competencies and analytical thinking abilities through meaningful engagement with authentic materials. The methodology establishes a comprehensive language acquisition environment that transcends basic information transmission in a second language context (Kasper, 2000).

Adaptive (Differentiated) Language Learning Methodologies address the educational needs of linguistically diverse student populations with varying cognitive abilities and academic backgrounds. This instructional framework recognises that individual learners bring distinct knowledge bases, capabilities, and learning potentials to the classroom environment. Given the heterogeneous nature of most language learning contexts, educators must implement strategies that ensure comprehensive student engagement and participation. The adaptive methodology empowers instructors to modify instructional materials, adjust lesson pacing, and customise assessment procedures throughout the language acquisition. The primary objective of adaptive instruction is to create flexible learning pathways that accommodate individual learning differences while maintaining equitable access to core academic content. Instructional materials can be adjusted to provide additional reinforcement for students requiring extended practice with fundamental concepts, while simultaneously allowing all learners to master essential curricular objectives. This approach maintains that adaptive instruction differs fundamentally from individualised learning models. Rather than teaching different content to different students, the methodology focuses on presenting identical learning objectives through varied instructional methods and at appropriate complexity levels, enabling each student to engage with the material according to their individual learning preferences and capabilities (Irujo, 2004).

Problem-Based Learning (PBL). Learners acquire knowledge from complex and open-ended issues. These real-world problems are implemented using principles and concepts that facilitate student learning and understanding. PBL is both a teaching tool and a curriculum approach. Critical thinking, problem-solving, communication abilities and lifelong learning can be developed. Problem-based learning is a student-centred form of education that seeks to build problem-solving skills as a lifelong practice and teamwork skills through self-directed learning. The students who take the role of the situation owner are presented with untidy, messy, and ill-organised scenarios. Compared to conventional lecture-based learning, students watch the problem and think about the solution; we have several advantages of PBL. One of the benefits is that learning is beneficial to the real world, promoting and inspiring students to engage in learning that is relevant and close to the real world. PBL not only focuses on problem-solving but also on the growth of other problems. Students in the PBL classroom develop their social skills as they have more opportunities to practice using the language for authentic communication, as stated by Larsen-Freeman (2000). If students and teachers find it challenging to

understand actively or meaningfully, PBL can be complex to incorporate in a typical classroom setting. As a self-directed learning system, PBL allows learners to participate in constructive learning strategies. It reflects a paradigm change from conventional teaching and the philosophy of learning. PBL is a tool to recognise problems with a scenario to improve knowledge and comprehension. In conventional teaching, data is first presented to students, but in PBL, problems are given to students to solve. By learning to work in groups, PBL students become partners in the teaching/learning process where they can work efficiently, cope with new scenarios and gain lifelong learning skills.

The Project-Based Language Learning Approach offers tasks centred on subjects, assignments, or completion issues. Learners interact with one another, their teachers, and all parties involved throughout the project completion process. "Often projects emerge out of an authentic context, address controversial or significant issues in society, and unfold in unexpected ways" (Markham et al., 2003). This approach involves "learning by doing" (Dewey & Dewey, 1915), the project method and subsequent approaches to progressive education. It responded to "learner-centred teaching, learner autonomy, the negotiated syllabus, collaborative learning, and learning through tasks" (Hedge, 1993). In this context, it is a "long-term activity that involves a variety of individual or cooperative tasks involving reporting, analysis, planning and research" (Beckett, 2002).

According to Fried-Booth (1982), this method is "student-centred and driven by the need to create an end-product" (Fried-Booth, 1982). Within the method, there is a strong emphasis on relevance, "communicative relevance" (Hutchinson, 1991), and "learner autonomy" (Little et al., 2007). "An argued strength of PBLL is the development of non-linguistic skills in research and collaborative work" (Holmes & Moulton, 2001). In addition to promoting autonomous learning through emphasis on group work and learner selection, PBLL promotes "using the target language for authentic communicative needs". Hutchinson (1991) claims that "the project work best meets the two components of a communicative approach, an issue for motivation and a concern for relevance that addresses the 'real needs of language learners' " (Hutchinson, 1991). It enhances independent research, such as developing or exercising research skills and cross-curricular studies, where learners can apply their knowledge from other subject areas. The project-based learning approach provides students with a more personalised, comprehensive experience of the topic. Students can use more than the information, vocabulary, or grammar introduced in a course book text. They have the autonomy to

examine the topic from various perspectives, and as a result, they are exposed to a wide range of language that they would not encounter in a classroom. As they delve deeper into the topic, they learn to listen to different people's perspectives and try to discuss them. This means that students' use of vocabulary and grammar is not limited to the classroom; they take it outside the classroom and learn to personalise it.

Reflective Practice in ESL/EFL is based on understanding one's society and moral objectives, and it entails stopping, observing, assessing, and asking questions about problems encountered in various situations. Reflective thinking is a concept that has been introduced previously in education. Its origins can be traced back to the work of several educational practitioners and theorists. The idea has been around for over 50 years. According to Richardson (1990), Dewey discussed it in 1909, stating that "a moral individual would treat professional actions as experimental and reflect upon the actions and their consequences" (Richardson, 1990). Dewey's considerations were clarified by Leitch & Day (2000), who explained that "being an effective 'reflective practitioner' entails more than improving practice and developing additional competence. It is more complicated than that. A reflective practitioner should possess a set of characteristics for teaching practice that are grounded in more profound perceptions of self, society, and moral goals. This attitude entails pausing, slowing down, observing, assessing, interpreting, and inquiring about different aspects and complexities encountered in various situations".

Promoting and encouraging the practice of reflective teaching is one way to counteract the shift in language teaching. Ogden & Claus (1997) discussed the 1990s' " 'burgeoning service-learning movement' and the significance of reflection among student participants in preventing service-learning projects from being reduced to a 'superficial addition' to the school curriculum" (Ogden & Claus, 1997). The authors state "the experiential education and service-learning literature clarifies that reflection is the central way we process experience into learning. Reflection contributes to understanding and generalisation, and it becomes the cornerstone to developing a more thoughtful and intentional pursuit of future action" (Ogden & Claus, 1997). Most reflective thinking definitions in the literature are based on Dewey's inquiry-oriented theories (Wedman et al., 1990). According to Richardson (1990), "educators started to show an attraction to reflection and inquiry in the 1970s. Around this time, qualitative research based on ethnography began to gain attention". The approach based on Dewey's ideas could be used to investigate teachers' beliefs and actions in the interactive learning process.

Reflection-in-action is a practitioner's internal dialogue in which one takes control over the action and "a competent practitioner learns to think on his or her feet and can improvise as new information and unexpected events are encountered" (Pickett, 1996). On the other hand, the reflection-on-action is viewed as "teachers' thoughtful considerations and retrospective analysis of their performance to gain knowledge from experience"(Leitch & Day, 2000). Pickett (1996) clarified that reflection-on-action is when "the practitioner reflects on the tacit understandings and assumptions s/he holds and subjects them to scrutiny in order to achieve a deeper understanding of instructor/student roles, motivations and behaviours" (Pickett, 1996).

To do so, educators must examine their teaching methods, attitudes, beliefs, and objectives, as well as the beliefs and attitudes of their students, colleagues, and the broader teaching community. To engage in reflective inquiry effectively and appropriately, educators must be aware of the importance of the theory-practice relationship. As a result of this awareness, teachers will be able to become considerate, as Dewey stated, and learn from their work in light of "moral" purposes and principles. There are numerous benefits of reflective teaching, both for students and teachers. In their studies, students benefit from using reflective practices. In this context, reflection entails improving and analysing learning acquisition to enhance knowledge assimilation and build a deeper understanding of the lessons and subjects.

Students who use reflective practices develop metacognitive skills and critical transversal life skills. Reflection can help you better understand concepts and subjects, and reflective practices can aid in remembering complex topics and formulating solutions. In times of crisis, reflective practices can help you gain a deeper understanding of a concept or subject. In contrast, reflective practices can help you recall challenging topics and create solutions. Students can enhance their performance in various subjects by using reflective techniques, such as recording critical theories, formulas, and lessons in a reflective learning diary. Keeping track of any areas you need help with is also crucial. These reflective learning diaries for teachers will help you determine what works and what does not in your teaching methods and lessons. Learners should be presented with practical strategies for practising or improving their language abilities and potential, according to *the Styles and Strategies-based Language Learning Methodology* (SSBI). Learners should identify the most effective strategies that work best in their personal learning experiences. The methodology aims to support learners in identifying available strategies, comprehending how to structure and apply them effectively, and transferring them to new contexts based on their learning preferences (Cohen, 2011).

SSBI is a learner-centred approach to language teaching that specifically integrates styles and strategy instructional practices with daily classroom language instruction (Oxford, 2001). The core principle of the styles-and-strategies-based approach is that students should be allowed to understand what they can learn in the language classroom and how to learn the language they are studying. In the 1960s, there was a growing emphasis on the learner and the learning process. Educators drew on cognitive theory, based on an information-processing model, which identified two types of knowledge: declarative knowledge, which deals with facts, and procedural knowledge, which focuses on how to apply declarative knowledge effectively. The cognitive theory approach was a deviation from the behaviourist stimulus-response learning approach, which had given rise to the audio-lingual method of having learners repeat patterns until they acquire them. The trend was now toward more rational, controlled rule learning and acceptance that some rules were learned or "acquired" automatically.

Technology-based (innovative) learning methods

Computer-Assisted Language Learning (CALL) is a language teaching and learning method that utilises the computer to facilitate the presentation, reinforcement, and assessment of learning materials, with a significant interactive component. CALL is defined more succinctly and broadly by Levy (1997) as "the search for and study of computer applications in language teaching and learning" (Levy, 1997). Levy's definition is consistent with the majority of modern CALL practitioners.

CALL is a broad, well-developed, and expanding field. CALL has been defined in various ways by researchers. Each definition reveals a different aspect of the field. A widely accepted general definition of CALL is "the search for and study of computer applications in language teaching and learning" (Beatty, 2003). This definition acknowledges the multidisciplinary nature of CALL. Some key areas that have contributed to the advancement of CALL include psychology, artificial intelligence, human-computer interaction, instructional technology, applied linguistics, computational linguistics and second language acquisition. Beatty defines CALL as "any process in which a learner uses a computer and, as a result, improves his or her language" (Beatty, 2003). Hubbard (2009) questions this definition on two counts: "What do we mean by 'computer'?" Moreover, what exactly do we mean by 'improve'? A computer, as he supposes, "does not simply include the canonical desktop and laptop devices," but also "the networks connecting them, peripheral devices associated with them, and several other

technological innovations such as PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards, and interactive whiteboards" (Hubbard, 2009). In response to the second question, Hubbard identifies learning efficiency, learning effectiveness, access, convenience, motivation, and institutional efficiency as areas CALL seeks to improve. As a result, CALL may employ any technological device to enhance any of the areas. Because CALL is "complex, dynamic, and rapidly changing", it is "exciting and frustrating as a field of research and practice" (Hubbard, 2009). Egbert states, "CALL acknowledges the method and context of using computer technologies in language learning, as learners learning a language in any context using, through, and around computer technologies" (Egbert, 2005).

While Computer-Assisted Language Learning might suggest a narrow focus on computerised language instruction, the discipline encompasses a broad spectrum of technology-enhanced educational practices, including digital learning, assessment, and instructional delivery. The CALL domain spans numerous specialised areas, including curriculum design, student preparation, linguistic evaluation, performance measurement, and educator development (Ivanytska et al., 2024). Contemporary definitions of CALL emphasise several key characteristics of this academic discipline. CALL represents an interdisciplinary study area characterised by complexity, diversity, and continuous transformation. The field incorporates diverse technological applications for language instruction across varied educational settings and pedagogical approaches. The development of computer applications in language education began in the 1960s when leading educational institutions first implemented computational systems for linguistic instruction. This technological integration has since developed into what scholars describe as "a symbiotic relationship between technological development and pedagogy" (Motteram, 2013). By the 1980s, computerised language instruction was widely adopted throughout North American and European educational systems. The establishment of CALL as an independent academic discipline occurred during this period, coinciding with the emergence of specialised academic conferences and professional associations, alongside the widespread introduction of personal computing technology in educational settings during the 1980s.

Methodology

This empirical investigation employs a descriptive research design to examine English language educators' familiarity with contemporary language teaching approaches and assess their practical implementation of these methodologies. Data collection utilised survey research techniques, involving

randomly selected study participants. The survey approach, commonly implemented through structured questionnaires, effectively captures group perspectives, viewpoints, and demographic characteristics while efficiently collecting substantial data volumes within limited timeframes (Brown, 2001).

Participants

The study sample comprised 100 English language educators employed across Ukraine's public institutions, private schools, and higher education facilities. The participant age distribution was as follows: 43% were aged 35-43 years, 22% were aged 28-34 years, 13% were aged 21-27 years, and 22% were over 40 years of age. All participants provided informed consent regarding the confidential and anonymous nature of their participation in the research. Professional experience levels among participants varied considerably: 20% possessed more than two decades of teaching experience, 18% had 6-10 years of experience, 19% had 1-5 years of experience, 20% had 16-20 years, 23% had 11-15 years, and 18% had 11-15 years of experience, and 18% had 11- 15 years of experience.

Data analysis

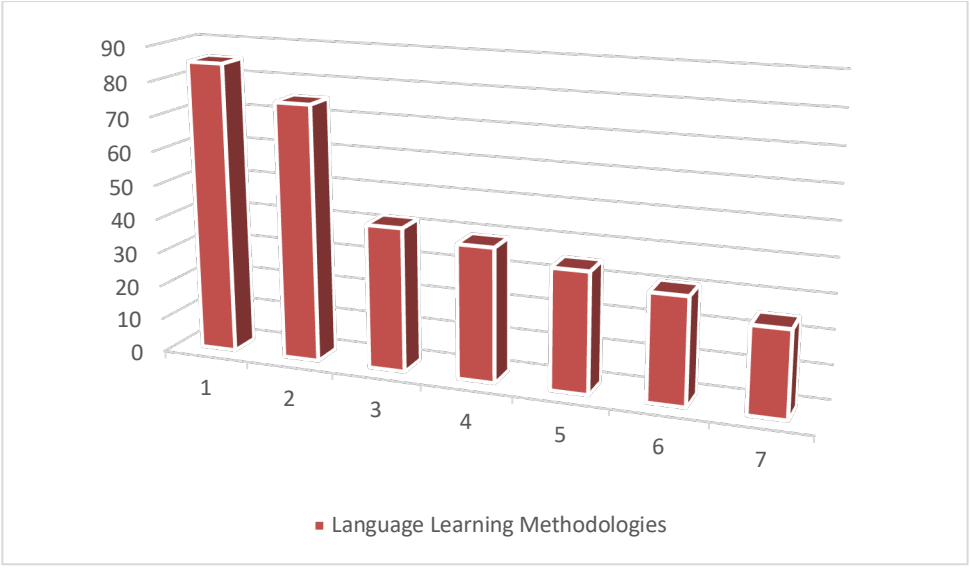
Research data was gathered using a fourteen-item questionnaire to assess educators' understanding and application of innovative pedagogical methodologies and educational technologies. The analytical approach employed descriptive statistical methods to characterise various data elements, aligning with the primary research objectives. Statistical analysis was conducted using IBM SPSS version 20 software to calculate frequency distributions and percentage values for all survey items.

Results

When survey respondents were asked about their interest in exploring various contemporary language teaching approaches, the responses revealed significant enthusiasm for professional development across multiple methodological frameworks. The data demonstrate that educators are willing to expand their pedagogical repertoire through continued learning and the implementation of innovative instructional strategies. Respondents demonstrated remarkable openness to adopting new pedagogical approaches, with more than 20% expressing interest in studying Content-Integrated Learning, Hybrid Educational Models, Project-Oriented Instruction, Task-Centred Learning, and additional contemporary methodological frameworks.

The survey results reveal interesting patterns in methodological preferences among participating educators, presented in original charts. Surprisingly, the most frequently selected approaches for further study were the Communicative Language Teaching method and Grammar-Translation approach, despite most participants indicating familiarity with these traditional frameworks. This unexpected finding suggests that educators recognise the value of deepening their understanding of established methodologies alongside exploring innovative approaches. The data indicate that English language educators are enthusiastic about expanding their methodological knowledge base and implementing novel instructional strategies in their professional practice. This willingness to embrace pedagogical innovation reflects their dedication to continuous professional growth and their commitment to enhancing educational outcomes through diverse teaching approaches.

Chart 1. The survey question "Do you utilise any of the following Language Learning Methodologies?"

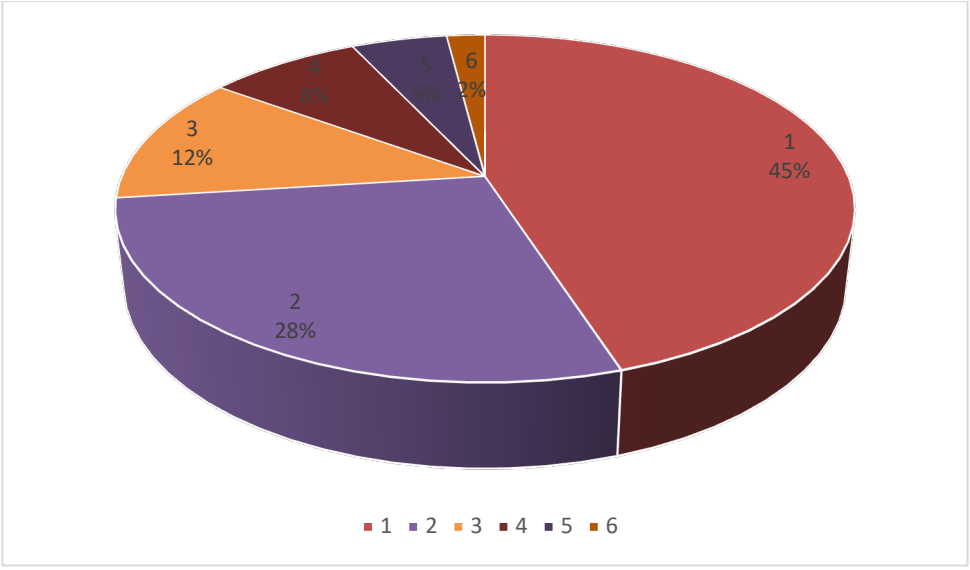


(1 – Communicative Method, 2 – Grammar-Translation, 3 – Content-Based Learning, 4 – Blended Learning, 5 – Project-Based Learning, 6 – Task-Based Learning, 7 – Other Methods)

The analysis of *Chart 2* data reveals that university-level academic programs serve as the primary venue where participating educators acquire knowledge about contemporary language teaching methodologies. Higher

education institutions are the foundational source for professional preparation and advanced instruction in English language pedagogy. Internet-based resources emerged as the secondary source for professional development, with educators utilising online platforms to research and explore innovative pedagogical approaches. Given the immediate accessibility of digital information, it becomes crucial for educational professionals to identify and access credible online resources that provide accurate and current information about methodological developments. The data indicate limited participation in alternative professional development opportunities such as specialised courses, continuing education workshops, professional development seminars, and scholarly publications. This finding highlights the need for increased availability and promotion of professional learning opportunities for practising language educators.

Chart 2. The survey question "Where did you study Innovative Language Learning Methodologies?"

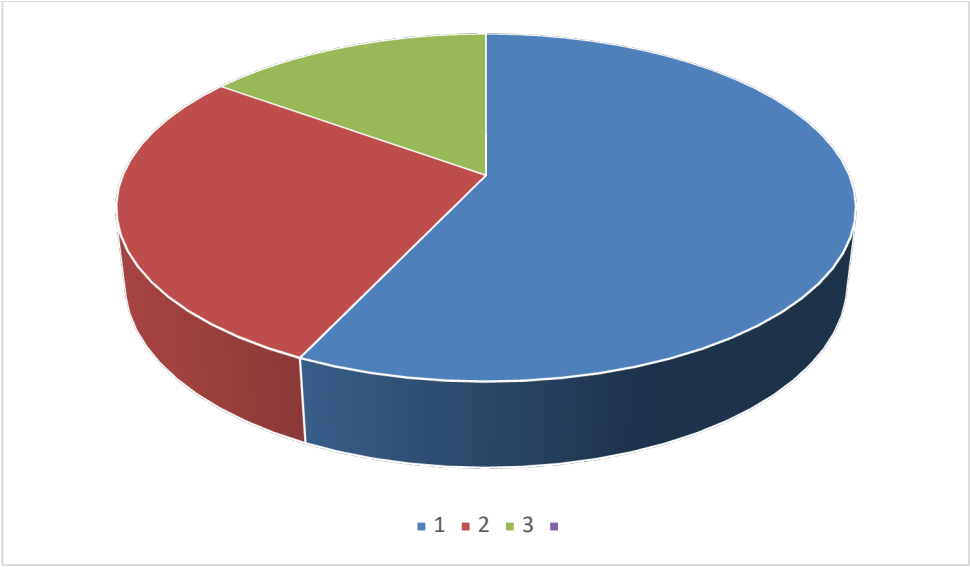


(1 – University Programs, 2 – Internet Resources, 3 – Workshops/ Training, 4 – Books/ Articles, 5 – Conferences, 6 – Other Sources)

Chart 3 demonstrates the practical application of language learning methodologies among survey participants. A substantial majority (57%) of respondents confirmed their active use of various methodological approaches and pedagogical techniques, indicating strong practical engagement with contemporary teaching strategies. These findings demonstrate that English language educators possess the knowledge base

and practical readiness to implement meaningful methodological innovations and adaptations within their instructional environments. The data suggest that teachers are well-prepared to embrace pedagogical change and enhance their classroom effectiveness through strategic methodological modifications.

Chart 3. The survey question "How do you implement innovative methodologies?"

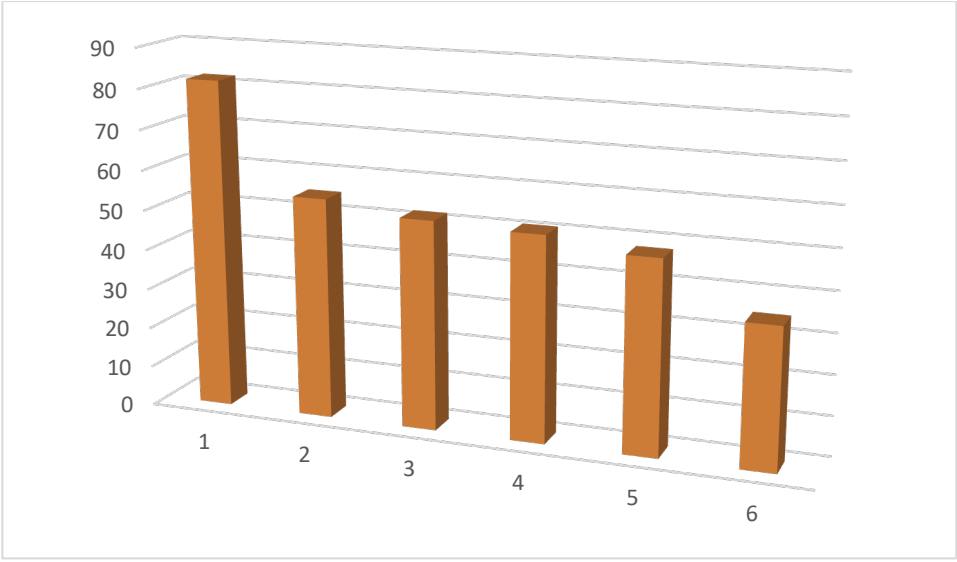


(1 – Actively Implement, 2 – Occasionally Use, 3 – Planning to Use)

Survey responses revealed overwhelmingly positive feedback regarding student reception of innovative pedagogical approaches, with 85% of participants reporting favourable student reactions to contemporary language learning methodologies. Educators indicated that students respect and appreciate practical learning tools while maintaining critical perspectives toward ineffective instructional methods. Regarding implementation outcomes, 77% of English language educators who integrated innovative methodological approaches reported successful results in their classroom applications. Looking toward future implementation, more than 77% of survey participants expressed intentions to incorporate additional innovative language learning strategies into their teaching practice. These findings reinforce the demonstrated openness among English language professionals toward adopting effective and successful pedagogical innovations.

Chart 4 illustrates the frequency of educational technology integration within traditional classroom settings. Video and film resources emerged as the most frequently utilised technological tools, with 82% of educators incorporating multimedia content into their instruction. Digital applications ranked second in popularity at 52%, followed closely by online worksheets (51%) and digital assessment tools (55%). These usage patterns demonstrate educators' willingness to integrate technology as a complement to traditional instructional approaches.

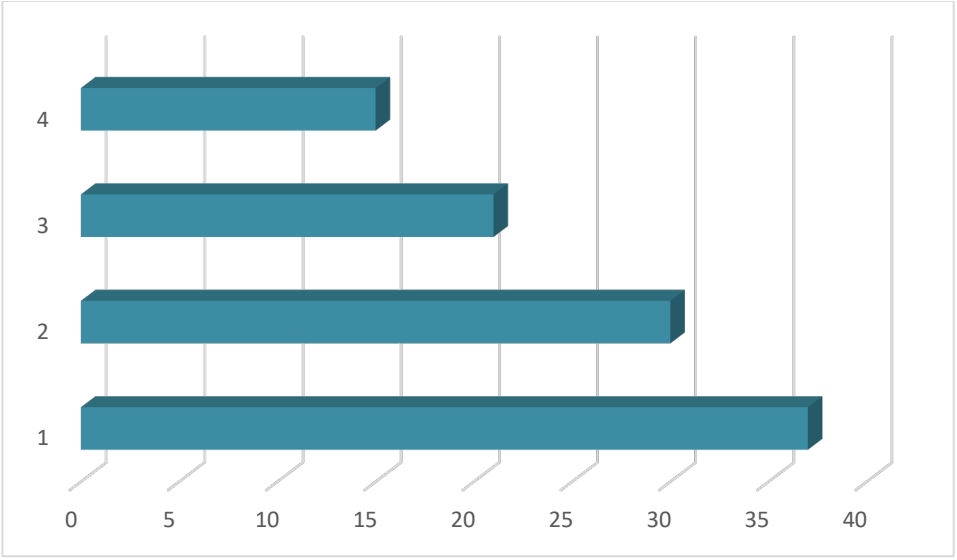
Chart 4. The survey question "What educational technology is used in the offline study process?"



(1 – Films/ Videos, 2 – Online Assessments, 3 – Mobile Apps, 4 – Online Worksheets, 5 – Interactive Quizzes, 6 – Digital Textbooks)

Chart 5 identifies the primary obstacles preventing optimal technology integration in language education. Infrastructure limitations represent the most significant challenge, cited by 37% of respondents, while inadequate professional preparation affects 30% of participants. Curricular constraints impact 21% of educators, and limited consultation opportunities affect 15% of respondents. These findings underscore the critical need for enhanced professional development opportunities and improved technological infrastructure in educational institutions to support the use of advanced pedagogical tools.

Chart 5. The survey question "What stops you from utilising educational technology?"



(1 – Lack of Infrastructure, 2 – Insufficient Training, 3 – Curriculum Constraints, 4 – Limited Consultation)

Discussion

The implementation of diverse language learning approaches has evolved significantly following the establishment of the Communicative Language Teaching methodology. Contemporary pedagogical frameworks have demonstrated high effectiveness and competitive advantages in language instruction. Many English language professionals incorporate these innovative methodological approaches into their classroom practice. Successful implementation requires educators to understand these methodologies comprehensively before making informed decisions about classroom integration. Recognition of the interconnections between language acquisition theory and practical methodological applications enhances instructional effectiveness. This research aimed to investigate the level of awareness among English language educators regarding innovative pedagogical approaches and evaluate their practical implementation strategies in educational settings.

The present study offers several significant insights into the perspectives, practices, and challenges of English language teachers regarding innovative language learning methodologies. The findings demonstrate a complex and nuanced landscape of pedagogical approaches and technological integration in language education. One of the most

striking observations is teachers' enthusiasm for innovative language learning methodologies. Despite being familiar with traditional approaches, such as the Communicative and Grammar-Translation Methods, participants strongly desired to explore and implement novel learning strategies. Content-Based, Blended Learning, Project-Based, and Task-Based methodologies emerged as attractive alternatives, indicating a progressive mindset among educators.

The high percentage of teachers (57%) actively implementing methodological techniques suggests a professional community that is adaptable and open to pedagogical innovation. This willingness to experiment and modify teaching strategies reflects a dynamic approach to language education, where teachers are not merely passive recipients of educational trends but active contributors to the development of pedagogy. The research highlighted academic institutions as the primary source of learning about innovative language learning methodologies, with the Internet serving as a crucial secondary platform for this purpose. This finding underscores the importance of institutional support in teacher education and professional development. However, the relatively low utilisation of in-service training, workshops, and books/articles suggests a potential gap in continuous professional learning opportunities. The data reveal a clear need for structured, accessible professional development programs to help teachers stay current with emerging language learning methodologies. Educational institutions and professional organisations should consider developing comprehensive training modules that bridge the knowledge gap and provide practical guidance for implementing innovative approaches. The study's examination of educational technology usage provides further evidence of teachers' progressive attitudes. With high utilisation rates of films, videos, apps, online worksheets, and quizzes, teachers demonstrate a proactive approach to technological integration in language learning. This trend aligns with the global shift towards digital and interactive learning environments.

Teachers identified significant barriers to the adoption of methodology and technology, despite having positive attitudes. Lack of infrastructure (37%) and insufficient training (30%) emerged as the primary challenges. These findings highlight the systemic constraints that impede educational innovation, emphasising the need for institutional support, resource allocation, and comprehensive teacher training programs. An encouraging finding is the overwhelmingly positive student response to innovative methodologies, with 88% of teachers reporting favourable student reactions. Moreover, 77% of teachers considered these innovative

methods successful and plan to continue their implementation. This alignment between teacher innovation and student reception suggests a promising trajectory for language education.

Conclusion

Exploring innovative language learning methodologies among English language teachers reveals a profession at a transformative crossroads. Our investigation uncovered a landscape of intellectual curiosity, technological adaptability, and a genuine commitment to pedagogical excellence. English language educators demonstrate a remarkable openness to educational innovation, transcending traditional methodological boundaries. While familiar with conventional approaches, teachers exhibit a pronounced appetite for emerging learning strategies — from content-based to project-driven methodologies. This professional receptiveness suggests a dynamic educational ecosystem increasingly responsive to evolving linguistic learning paradigms. Institutional academic settings remain the primary conduits for methodological knowledge, complemented significantly by digital resources. The Internet has emerged as a critical platform for professional learning, reflecting the broader technological shifts in contemporary education. However, the relatively limited engagement with workshops, in-service training, and scholarly literature indicates potential areas for targeted professional development interventions. The integration of educational technologies further underscores teachers' progressive orientation. Multimedia resources, interactive applications, and digital assessment tools are not merely supplementary but increasingly central to contemporary language instruction. This technological fluency represents more than a trend — it signifies a fundamental reimagining of language pedagogy. Students have responded enthusiastically to these innovative approaches, validating teachers' experimental methodologies. The alignment between pedagogical innovation and learner engagement offers a promising blueprint for future language education practices. Nevertheless, meaningful implementation remains constrained by structural challenges. Infrastructure limitations and inadequate training pose significant barriers, underscoring the need for systemic support to facilitate educational transformation.

Statement on the Use of AI Tools | *AI and AI-assisted technologies were not used for data analysis or interpretation during the research process.*

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