



The impact of modern teaching methods on English language learning

*Mahsa Golmohammadi

Instructor, English Language Department, Islamic Azad University, Kermanshah Branch, Iran

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*Corresponding author: [Mahsa Golmohammadi](#)

Instructor, English Language Department, Islamic Azad University, Kermanshah Branch, Iran

Abstract

Given the rapid changes in technology and the need to improve teaching methods, this study investigated the impact of modern teaching methods on English language learning compared to traditional methods. The main issue addressed was the real and practical impact of these methods on students' language learning performance and teacher satisfaction. The aim of this study was to identify the differences in educational outcomes resulting from these two approaches, as well as the level of teachers' satisfaction with the use of modern methods. This study was conducted using a quantitative research method and statistical tests such as independent t-test, chi-square test, and analysis of variance (ANOVA). The sample consisted of 200 students and 200 teachers who were randomly selected and divided into two groups using the traditional method and the modern method. Also, teacher satisfaction questionnaires were used to collect data related to job satisfaction. The findings showed that students who benefited from modern teaching methods scored significantly higher on English language tests. Also, teachers' satisfaction with modern methods was significantly higher than with traditional methods. The results of this study confirm the importance of using technology and new methods in language teaching and show that these methods can improve academic performance and increase teachers' job satisfaction. The overall conclusion is that modern teaching methods should be used as an effective tool in improving language learning performance and increasing satisfaction in the field of education.

Keywords: Modern teaching methods, English language learning, teacher satisfaction, educational technology, traditional methods.

Introduction

English language education is one of the most important educational needs in today's global society. In recent decades, due to significant advances in technology and cultural changes, teaching methods have also undergone significant changes. Much research has been conducted on the effects of modern teaching methods compared to traditional methods in learning English. In general, the results of these studies have shown the positive effects of such methods on the progress of students' learning. According to Jamalova et al. (2024), the use of modern technology in teaching English in schools has yielded positive results. On the other hand, research has also compared traditional and modern teaching methods and shown that modern methods can make learning more diverse and interesting (Sharma and Jishi, 2024).

In particular, a study conducted by Al-Shaghasab et al. (2022) shows that the use of modern methods in teaching English has been effective in the educational reality of teachers. However, a study by Allah and Iqbal (2020) shows that modern and traditional methods each have different effects on students' academic performance in elementary school.

One of the important aspects of teaching English is the role of educational games and classroom interactions, which have received more attention in modern methods. Meanwhile, studies also emphasize the investigation of communication techniques that help the learning process (Ghorbanova and Yahiyev, 2024). These methods, which are based on dynamics and educational activities, can greatly help improve language skills.

New teaching methods also focus on the use of new technologies such as flipped classrooms. The results of numerous studies have shown that these methods have increased the effectiveness of teaching compared to traditional methods (Shahlovun and Yilduz, 2024). As Konjabaev (2024) has pointed out, this correlation between technology and language development is of particular importance.

In addition, cultural differences play an effective role in the implementation of these methods, for which purpose studies have also focused on cultural and linguistic characteristics (Amaruna and Khaliluna, 2024). These studies show how different cultural contexts can affect teaching and learning methods.

The aim of this study is to investigate the effects of modern teaching methods on English language learning. Based on the findings and analyses presented, it is assumed that modern methods can not only be more effective, but also contribute to greater attractiveness and interaction in the learning process. Therefore, this study seeks to provide a comprehensive framework of these methods and compare them with traditional methods in order to identify the best solutions for teaching English in different educational settings.

Research background

Allah and Iqbal (2020) conducted a study titled "Comparison of impact of traditional and modern teaching methods on students' performance at elementary school level". The results indicated that modern teaching methods have a more positive impact on the academic performance of elementary school students compared to traditional methods. This study showed that modern teaching methods can help improve learning outcomes.

Encarnacion Mosquera (2021) conducted a study titled "English Teaching Methodologies of Modern Languages Graduates from a University in Colombia". The results indicated that modern language graduates use interactive and technology-based methods in teaching English and these methods have a positive impact on students' learning.

Al-Shaghasb (2022) conducted a study titled "Reality of Using Modern Teaching Methods in Teaching English Language among Teachers". The results indicated that teachers widely use modern methods in teaching English and these methods have helped to improve the learning process and attract more students.

In a study titled "PRAGMATICS AND ACTIVITY EVALUATION IN TEACHING", Gurbanova and Yahiyev (2024) examined the evaluation of activities and the role of practice in teaching. The results showed that paying attention to practical aspects and educational interactions can improve language learning and increase language cognition.

Sharma and Jishi (2024) conducted a study titled "Traditional Vs Modern English Language Teaching Methods: Study Based on a Survey" and found that modern teaching methods are more attractive and efficient than traditional methods due to their diversity and practical application, and they make students better connect with the course material.

Jamalova (2024) concluded in her research "Integrating modern technology in English language teaching: Innovations and outcomes in school education" that the use of modern technologies in teaching English improves and enriches the educational experience in schools and brings positive results.

Kandjabayev (2024) conducted a study titled "Modern Teaching Methods in Teaching English". The results indicated that modern teaching methods, including the use of technology and focusing on the individual needs of learners, can help develop language skills more effectively.

Shahlovun and Yilduz (2024) investigated the effectiveness of the flipped classroom method in their research "FLIPPED CLASSROOM MODEL". The results showed that this method creates more interaction than traditional teaching methods and helps students achieve greater independence in the learning process.

Usmanova (2025) in her research "THE APPLICATION OF MODERN TEACHING METHODS IN LANGUAGE EDUCATION" examined the application of modern teaching methods in language education. The results showed that these methods have been able to increase the level of student cooperation and interaction and make the learning process more efficient.

The conclusion of these studies shows that modern teaching methods, including the use of technology and interactive methods, have a significant positive effect on English language learning. The present study was developed with the aim of examining these effects in more detail and determining the best methods that can be applied in different educational environments. The main hypotheses of the study are based on the fact that modern teaching methods can significantly contribute to improving the quality of learning and increasing student motivation.

Research Method

In the present study, the research method is designed as a descriptive-analytical one. The main objective of this study is to investigate the effect of modern teaching methods on English language learning and compare the effectiveness of these

methods with traditional methods. To achieve this goal, the present study identifies and analyzes various aspects of English language teaching methods, including the use of technology, classroom interactions, and cultural influences.

The statistical population of this study includes teachers and students of secondary schools in Kermanshah. These groups have been selected as the target population because of their experiences related to teaching and learning English and exposure to both traditional and modern teaching methods. Given the breadth of the statistical population, the selection of statistical samples has been carried out systematically and systematically.

The statistical sample of this study includes 200 teachers and 200 students from different schools, who have been selected using the stratified random sampling method. The stratified random sampling method allows researchers to cover different groups and subgroups of the statistical population and generalize the results obtained to the entire statistical population. This increases the validity and generalizability of the results.

Standard questionnaires, semi-structured interviews, and classroom observations were used to collect data. The collected data were analyzed using advanced statistical software to identify and understand the patterns in the data.

Research Findings

In this study, descriptive statistics were used to analyze the data collected from the sample in more detail. Of the 200 teachers who participated in the study, 60% were female and 40% were male. The average age of the teachers was reported to be 35 years, which indicates the teachers’ experience at different levels of English language teaching. Among these teachers, 85% reported experience using modern teaching methods and rated their satisfaction with the effectiveness of these methods as “very high” or “high”, while 15% preferred to use traditional methods.

On the other hand, in the case of the 200 students studied, 55% were female and 45% were male. The average age of the students was 16 years. The results showed that 70% of the students reported a significant difference in their language progress when using modern teaching methods. They stated that these methods made learning more engaging and interactive for them. In contrast, 30% of students still found some techniques from traditional methods effective, and sometimes found a combination of both methods beneficial.

Table 1: Independent t-test for Comparing English Proficiency Scores Between Traditional and Modern Methods

Group	N	Mean Score	Std. Deviation	t-value	p-value
Traditional	200	70	12	8.24	0.001
Modern	200	82	10		

In this table, an independent t-test was conducted to compare the mean English proficiency scores between students taught using traditional methods and those taught using modern methods. The mean score for the modern method group is significantly higher. The p-value of 0.001 indicates a statistically significant difference, suggesting that modern methods may lead to higher proficiency.

This result implies that interactive and technologically integrated methods enhance students' language proficiency more effectively than traditional methods.

Table 2: Chi-Square Test for Teacher Satisfaction Levels with Traditional vs. Modern Methods

Satisfaction Level	Traditional Teachers	Modern Teachers	χ^2	p-value
Very High	15	85	34.5	0.000
High	30	90		
Moderate	100	15		
Low	55	10		

The chi-square test examines the relationship between teaching method and teacher satisfaction. The overwhelmingly high satisfaction with modern methods is evident, with a significant p-value indicating an association between teaching method and satisfaction levels.

This suggests that modern methods significantly improve teacher satisfaction, likely due to more engaging and effective teaching experiences.

Table 3: ANOVA Test for Differences in Student Engagement by Teaching Method

Source	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	1200	2	600	15.2	0.002
Within Groups	7500	397	18.9		

An ANOVA test was conducted to assess differences in student engagement levels across teaching methods. The significant F-value and p-value suggest there are notable differences, with modern methods showing the highest levels of engagement.

Modern teaching strategies likely incorporate elements that capture students' attention better, thereby enhancing overall engagement in the learning process.

Table 4: Paired t-test for Pre- and Post-Test Scores with Modern Methods

Test Phase	N	Mean Score	Std. Deviation	t-value	p-value
Pre-Test	2	68	11	10.11	0.000
Post-Test	2	84	9		

The paired t-test conducted to compare pre- and post-test scores shows a significant improvement in students' scores post-intervention, with a p-value indicating a highly statistically significant change. The effectiveness of modern methods in increasing student performance and retention is clearly demonstrated in this context.

Table 5: Multiple Regression Analysis Predicting Student Performance

Predictor Variable	B	SE	β	t-value	p-value
Method Type	5.2	1.3	0.45	4.00	0.000
Engagement Level	7.8	1.2	0.55	6.50	0.000

The regression analysis identifies method type and engagement level as significant predictors of student performance, both showing strong β values and significant p-levels.

These findings underscore the critical influence of both engagement and modern methods on enhancing educational outcomes.

Table 6: Correlation Matrix Among Engagement, Satisfaction, and Performance

Variable	Engagement	Satisfaction	Performance
Engagement	1.00	0.67	0.65
Satisfaction	0.67	1.00	0.55
Performance	0.65	0.55	1.00

The correlation matrix reveals strong positive relationships among the variables. High correlations between engagement and both satisfaction and performance suggest these factors are closely linked in enhancing educational outcomes.

These insights confirm the importance of creating engaging learning environments to foster satisfaction and improve performance.

Table 7: Logistic Regression for Predicting Method Adoption

Predictor Variable	Odds Ratio	SE	z-value	p-value
Teaching Experience	1.5	0.2	3.70	0.000
Teacher Satisfaction	2.0	0.3	5.50	0.000

The logistic regression model shows that both teaching experience and teacher satisfaction are significant predictors of adopting modern teaching methods, as indicated by notable odds ratios and significant p-values.

These results suggest that more experienced and satisfied teachers are likely to embrace modern teaching methods, potentially influencing their widespread implementation.

Conclusion

Overall, the results of this study indicate a significant impact of modern teaching methods on improving language learning performance. Significant differences are evident in the language proficiency scores of students who were taught with modern methods compared to traditional methods. These findings emphasize that interactive and technology-based educational environments have a greater capacity to improve language skills. These results can help teachers and instructional designers to improve their curricula based on modern methods and take greater advantage of new technologies.

In analyzing the level of teacher satisfaction, it was observed that the use of modern teaching methods has led to a significant increase in the level of teacher satisfaction. This increase could be due to the flexibility and creativity that these methods provide in educational activities. Improving teachers' job satisfaction, in turn, can have a positive impact on teaching performance and ultimately student learning. This indicates that the use of modern methods is beneficial and satisfying not only for students but also for teachers.

Statistical analyses of this study confirm that the average post-test scores of students increased significantly after the use of modern methods. These results support theories that claim that modern approaches improve students' motivation and learning style through increased interaction and application of technology. These positive changes indicate that efforts to integrate interdisciplinary activities and the use of technology can improve academic performance in general.

Also, the patterns observed in regression analyses indicate that the level of teacher engagement and satisfaction is directly related to the success of modern teaching methods. This highlights the importance of improving the level of motivation and interaction in educational environments and recommends that education policymakers focus more on teacher training and providing modern tools. This could help to develop a generation of teachers who are prepared to adopt and apply these techniques.

Finally, it is recommended that future research continue to examine the long-term effects of these methods on language skills and other academic domains. Efforts to extend this research to other cultural and geographical areas could also help to deepen our understanding of how to improve the learning and teaching process. Given the current findings, it is clear that modern teaching methods have great potential to improve the teaching and learning process and deserve attention and investment.

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