

## Innovative Approaches to Online Language Instruction: International Perspectives

**Khamzakulova Shakhnoza Khudayar kizi**

*Teacher of English Language Department, Jizzakh State Pedagogical University*

**Abstract.** The acquisition of foreign languages has long been a central concern in linguistic pedagogy. Recent advancements in Artificial Intelligence (AI) integration have revolutionized English language teaching methodologies, creating new paradigms for instructional delivery and learning processes. This study examines implementation challenges while proposing evidence-based recommendations for developing linguistic competence in English Language Teaching (ELT). Through systematic analysis of competency-based approaches and prevalent instructional methods in digital environments, the research synthesizes both domestic and global best practices, highlighting significant developments in this evolving discipline. The present meta-analysis of optimal distance language education strategies provides critical perspectives on modern pedagogical approaches.

**Key words:** *Artificial Intelligence, Online distance learning, Language acquisition, Competency-based approaches, Multi-literacy skills, Computer-mediated communication, Digital Literacy, Task-Based Approach, AI-driven virtual tutors, English as a foreign language.*

### Introduction

The field of language education is experiencing a significant paradigm shift as technological innovations redefine traditional teaching methodologies. Conventional classroom-based instruction is being progressively supplemented - and in some cases replaced - by digital learning platforms, a transition that has accelerated dramatically in recent years (Abad-Segura et al., 2020). This transformation has been fueled by several key factors: the universalization of internet access, the development of sophisticated educational technologies, and the growing demand for flexible learning options (Hodges et al., 2020; Bonfield et al., 2020; Veeramanju, 2022).

Contemporary research demonstrates how technology integration is revolutionizing pedagogical approaches, creating new possibilities for student engagement and instructional delivery (Rusmiyanto et al., 2023). Virtual learning environments offer distinct advantages, including:

- Unprecedented scheduling flexibility
- Elimination of geographical barriers
- Enhanced capacity for personalized instruction

However, these digital platforms also introduce unique complexities for language acquisition, particularly regarding:

- The development of conversational competence
- The facilitation of meaningful intercultural exchanges
- The maintenance of learner motivation (Godwin-Jones, 2019)

While scholarly investigation into effective online language teaching strategies continues to expand (Chorosova et al., 2020), current literature already identifies several particularly impactful approaches:

- Interactive multimedia applications
- AI-powered adaptive learning systems
- Virtual exchange programs

Gamified learning platforms (Baker et al., 2018; Wulantari et al., 2023; Nicolaou et al., 2022) Several innovative approaches have proven particularly impactful for online language instruction:

- Real-time (synchronous) and flexible-time (asynchronous) communication platforms
- Multimedia-enhanced learning materials
- Cooperative digital learning strategies
- Continuous progress evaluation methods

## **MATERIALS AND METHODS**

These elements collectively enhance the effectiveness of virtual language education (Blake, 2019; Comas-Quinn, 2011). In our increasingly interconnected world, foreign language proficiency has evolved from an asset to an essential competency, enabling both cross-cultural communication and professional advancement (Berger, 2021; Nilufar, 2021; Watson et al., 2023).

Modern language education now extends far beyond physical classrooms, with distance learning representing a holistic approach that addresses:

- Cognitive aspects of language processing
- Practical communication skills
- Intercultural understanding
- Ethical dimensions of language use

This expanded scope introduces unique challenges for both learners and instructors, including:

- Navigating diverse cultural perspectives
- Reconciling differing knowledge frameworks
- Managing emotional aspects of language acquisition
- Adapting to evolving educational technologies

Recent psycholinguistic research (Ko & Rossen, 2017; Marlina, 2018; Liu et al., 2021; McCallum, 2022) has identified two key developmental approaches:

Psycholinguistic Framework (ELL/ELT):

- Focuses on individual learner characteristics
- Integrates cognitive and emotional learning factors
- Emphasizes personalized language development

Ethnolinguistic Model:

- Tailored for advanced learners
- Combines linguistic and cultural instruction

Incorporates collaborative research components (Marlina, 2018)

These methodologies, developed through studies in:

- Emotional linguistics
- Bilingual identity formation

Cultural acquisition processes (Kholod, 2018; Zhang et al., 2021) have been further accelerated by global educational disruptions, necessitating:

- Rapid technology integration
- Revised competency-based curricula

Innovative assessment strategies (Wang & Zou, 2021; Samorodova et al., 2022; Darius et al., 2021)

The current challenge for educators involves:

- Building robust digital infrastructure
- Developing technology-enhanced teaching methods
- Creating frameworks for effective implementation.

In Russia, the National Project "Education" aims to establish a secure digital learning environment across all educational institutions by 2024, ensuring education remains both high-quality and widely accessible at every level (Ministry of Education of the Russian Federation, 2022). A key component of this initiative, the Modern Digital Educational Environment (MDEE), encompasses over 100 Russian universities and 70 diverse educational platforms, providing 1,560 courses across multiple disciplines to enhance students' knowledge and skills (Akubekova & Kulyeva, 2021).

The shift in foreign language teaching methods, guided by the competency-based approach within online distance learning, impacts various stakeholders, including educators, students, and institutions. As a result, research exploring these interactions holds significant academic value. This study focuses on analyzing commonly used methods and competency-based strategies for online foreign language instruction.

To achieve this, the research prioritizes two key objectives:

**Classification of Teaching Methods Aligned with the Competency Approach:** This involves categorizing foreign language teaching methods rooted in the competency-based framework.

**Identification of Highly Effective Methods:** The study aims to determine the most effective teaching techniques as recognized by both educators and students.

The integration of innovative technologies and creative strategies in foreign language education supports these goals. This research draws upon the works of scholars from various countries (e.g., Almehla, 2021; Alipichev & Takanova, 2020; Bahasoan et al., 2020; Baker, 2020; Wang & Zou, 2021), examining foreign language instruction while incorporating survey data from undergraduate and graduate students, as well as educators (e.g., Bailey et al., 2021; Zubr & Sokolova, 2021).

The research methodology includes an analysis of studies conducted by Eurasian scholars and educators (Marlina, 2018; McCallum, 2022; Ogbonna et al., 2019; Hovhannisyan, 2022; Cabl, 2018; Sudevan et al., 2021). This approach is justified by the necessity of using recent literature (published within the last five years) on effective foreign language teaching strategies for university students in the context of online education, with a particular focus on Europe and Asia. All referenced sources are publicly available (Springer Nature Switzerland AG), offering insights into current trends in online foreign language education. Additionally, the research incorporates teacher and student interviews conducted through anonymous questionnaires.

This comprehensive methodology integrates an analysis of practical foreign language teaching experiences within a competency-based framework, synthesizes national and international teaching approaches, compares different language-learning models, and incorporates sociological data within the realm of distance education. In recent years, there has been growing interest in evaluating the effectiveness of online learning in foreign language education (Smith, 2022). The continuous advancement of technology and the increasing availability of digital platforms have

encouraged educators to adopt e-learning as a viable approach to language instruction (Johnson et al., 2021). Numerous studies have investigated the influence of online learning on language acquisition. For example, research by Lee and Kim (2020) found that online learning can be just as effective as traditional face-to-face instruction in improving learners' language proficiency. Likewise, a comparative study by Stowell et al. (2012) found no significant differences in language learning outcomes between online and in-person instruction.

Moreover, incorporating multimedia elements into online learning has shown promising effects on language acquisition. Chen et al. (2018) demonstrated that interactive videos and digital exercises can significantly enhance learners' listening and speaking skills in a foreign language. However, the effectiveness of online learning in foreign language education can vary depending on factors such as learner motivation, self-discipline, and access to technology (Al-Adwan et al., 2023). Additionally, the lack of face-to-face interaction and immediate feedback in online learning environments may pose challenges for some students (García & Sánchez, 2021).

To measure the effectiveness of online learning in foreign language education, researchers have utilized various methodologies, including pre- and post-tests, surveys, and qualitative interviews (Rossi et al., 2022). These methods provide valuable insights into learners' language proficiency, engagement, and overall satisfaction with online learning.

In summary, online learning has demonstrated positive outcomes in foreign language acquisition. While further research is needed to explore its long-term impact and address potential challenges, integrating interactive multimedia and employing appropriate assessment strategies can enhance the effectiveness of online foreign language education. When discussing language learning methodologies, evaluating the effectiveness of online education is essential.

Academic mobility in Eurasia is actively supported through a wide range of English-language programs across all three levels of the Bologna process. According to Masterportal.com, Europe offers over 20,000 bachelor's programs in English, 22,000 master's programs, 2,500 Ph.D. programs, and approximately 5,000 online degree programs (Balan, 2022). The number of English-taught bachelor's programs has grown by 2.47 times between 2014 and 2021. These programs are available at both public and private universities, with some countries offering free or low-cost education for international students. To enroll, students are typically required to demonstrate English proficiency through standardized exams such as PTE Academic, IELTS, or TOEFL iBT (Balan, 2022). The highest concentration of English-language programs is found in Switzerland, the Netherlands, Denmark, Finland, and Sweden.

## **RESULTS**

The future of education is outlined in the Open University (OU) Innovative Pedagogy Report of 2022 (Hulme, 2022). Additionally, a study by Zubr and Sokolova (2021) presents survey results from distance learning students at the Faculty of Informatics and Management at the University of Hradec Králové in the Czech Republic. Conducted during the 2020/2021 academic year, the study involved 122 students and found that Microsoft Teams and BlackBoard were the most frequently used online tools, with BlackBoard being the most valued. Overall, students reported similar levels of satisfaction with both online and in-person learning. However, the study suggests that student preferences for distance versus traditional learning remain inconclusive (Zubr & Sokolova, 2021).

A survey conducted at Bashkir State University among 204 first-year bachelor's students at the start of the 2021/2022 academic year revealed that 84% of students favor distance learning for foreign language studies. Furthermore, 95% regularly participate in online classes and video conferences, with 80% reporting higher motivation for online learning (Akubekova & Kulyeva, 2021). However, it is important to recognize that the effectiveness of distance education can vary,

and a blended learning approach—integrating both online and in-person elements—is often considered the most effective.

One notable educational strategy is the development of multi-literacy, which positively impacts students' writing skills, teamwork abilities, and overall motivation to learn. A study by Zhang et al. (2021), grounded in the theory of multi-literacy and technology, examined the effects of multimodal writing on vocabulary acquisition among English as a Foreign Language (EFL) learners. The study involved 70 students, divided into an experimental group (EG) and a control group (CG). The EG applied multimodal writing techniques, while the CG followed traditional methods. After a seven-week period, the EG showed significant improvements in vocabulary acquisition, particularly in dictionary usage. However, there were no major differences between traditional and multimodal writing methods, and most students found multimodal writing to be both engaging and effective in expanding their vocabulary (Zhang et al., 2021).

The methodology of multi-literacy has also been tested in teaching Russian to Greek-speaking students across various European countries. This approach involves forming small groups of 3-4 students based on gender composition, maintaining a balance of 50:50 or 60:40 (Kholod, 2016). At institutions like Yaroslavl State Pedagogical University, the "dilemmas method" has been applied in online foreign language classes, leading to improvements in fluency, language diversity, pronunciation, accuracy, communication skills, and goal achievement compared to control groups (Kholod, 2018).

Several Russian universities, such as the Sibay Institute (a branch of Bashkir State University) and the Financial University under the Government of the Russian Federation, employ Moodle as a platform for distance learning. Moodle provides interactive features that foster multi-literacy development in foreign languages, including forums, glossaries, chats, blogs, and video conferencing tools (Marinina & Kruchinkina, 2020).

## **DISCUSSION**

The importance of multi-literacy—encompassing reading, writing, visual, and digital literacy—has gained increasing recognition in education (Kress, 2010; Leu et al., 2018). Educators emphasize the need to equip students with the skills necessary to engage with diverse communication formats in the digital era (Leu et al., 2013).

Various methods have been implemented to enhance multi-literacy among students. One effective strategy is integrating multimodal texts into the curriculum, combining text, images, videos, and audio to facilitate comprehension. Engaging with such materials helps students analyze and interpret information across multiple formats, strengthening their multi-literacy skills (Cope & Kalantzis, 2009).

Additionally, encouraging students to critically evaluate different forms of literacy can further develop multi-literacy. This involves analyzing texts from various perspectives, identifying biases, and assessing the credibility of sources (Alvermann et al., 2012). Teachers play a crucial role in guiding students to deconstruct and interpret information across different media platforms. Explicit instruction in digital literacy is also essential for fostering multi-literacy. This includes teaching students how to navigate digital tools, critically assess online information, understand digital citizenship, and create digital content (Hague & Payton, 2010). Mastering digital literacy empowers students to interact responsibly and effectively with online materials.

Collaborative projects that incorporate multiple forms of literacy can also help students develop multi-literacy skills. Group activities such as creating multimedia presentations, videos, or websites encourage students to think critically, communicate effectively, and apply their skills in real-world scenarios (Leu et al., 2014).



Moreover, providing authentic learning experiences that connect students with real-world contexts and diverse literacy practices can further enhance multi-literacy development. This may involve analyzing authentic texts, conducting research, participating in community projects, and engaging with various cultural and linguistic communities (García & Wei, 2014).

By integrating these approaches into classroom instruction, educators can help students cultivate multi-literacy skills, preparing them to navigate and communicate proficiently across different forms of literacy in today's complex, interconnected world.

## CONCLUSION

In conclusion, there are numerous competency-based methods and approaches available for teaching foreign languages, especially with the integration of information and communication technologies. Providing students with ample opportunities for self-expression is essential, particularly through synchronous computer-mediated communication tools and platforms. One highly effective way to foster creativity among students is by engaging them in the production of instructional videos. However, it is important to recognize that individual learning preferences and outcomes may vary significantly. This collection of effective strategies for online foreign language instruction, based on both national and international experiences, offers valuable insights into the ever-evolving landscape of modern language education.

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