

# COMPARATIVE ANALYSIS OF THE RATE OF STUDENTS' ACADEMIC PERFORMANCE USING TRADITIONAL METHODS AND MODERN TOOLS IN LEARNING FOREIGN LANGUAGES

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## **Abstract:**

This study was conducted to determine which of the two methods – traditional or modern – is more effective in helping students learn a foreign language. The research involved teaching 9th – grade students, divided into two groups of equal academic level, with 11 students in each group. A mixed – method approach, combining both qualitative and quantitative analysis, was used throughout the lessons.

First, both groups were given a test consisting of 10 questions – 5 open – ended and 5 closed – ended – to assess their grammar and vocabulary knowledge related to the new topic before the lesson began. Then, the first group was taught using the traditional method, without any technological tools, relying solely on printed materials and visual aids. The second group received the same exercises, tasks, and teaching content, but the lesson was delivered using modern technological devices.

At the end of the lesson, the same 10 test questions were administered again to assess the students' understanding of the topic. According to the results, both groups performed at nearly the same level on the pre – lesson test. However, the post – lesson results showed that the students who were taught using modern technological tools were more focused and demonstrated a better understanding of the material. Based on these findings, it can be concluded that developing and applying new, effective teaching methods using modern technologies can significantly enhance the quality of education.

**Keywords:** Foreign language learning, teaching methods, educational technology, secondary education, student engagement.

## Introduction

Language learning has always been a dynamic process, shaped by educational theories, cultural influences, and advancements in teaching methods. For decades, traditional approaches such as classroom instruction, textbook learning, and grammar drills have been the foundation of foreign language education. These methods emphasize structured learning, repetition, and memorization. However, with the rise of technology, modern tools like language – learning apps, online platforms, and artificial intelligence (AI) – driven tutors have become increasingly popular. Many educators and learners now question whether these modern tools are more effective than traditional methods in improving academic performance.

As digital tools become more popular in language learning, the debate over their effectiveness compared to traditional teaching methods continues. Some believe that modern technology makes learning more interactive and accessible, while others argue that traditional methods offer a more solid foundation and deeper understanding. The key question remains: which approach leads to better academic performance in foreign language learning?

This study explores the impact of both traditional and modern learning methods on students' academic success. By analyzing test scores, engagement levels, and it aims to determine which approach or combination of both produces the best results. The findings will help improve language education strategies and support learners in an increasingly digital world.

## LITERATURE REVIEW

Many studies have examined the impact of different teaching strategies on foreign language acquisition. Traditional methods have been widely used for decades, providing students with a structured and systematic approach to learning. Research suggests that direct instruction and repetition help with foundational language skills, particularly in grammar and vocabulary retention (Richards, 2021). However, critics argue that these methods can be rigid and fail to maintain student interest over time.

“Modern digital tools, such as language learning apps, gamified platforms, and AI – powered tutors, offer an interactive approach to language acquisition. These tools are designed to enhance engagement and provide personalized learning experiences” (Godwin – Jones, 2018 p12). Studies show that students using digital tools tend to have higher motivation and engagement levels (Chen et al., 2022). However, some researchers caution that technology – driven learning can lead to superficial knowledge retention, as students may rely too heavily on automation rather than deep language processing (Garcia & Patel, 2023).

Additionally, there is a lack of studies comparing students’ academic performance in lessons conducted using traditional methods enhanced with interactive games – without any technical devices – versus lessons based solely on modern digital tools. Understanding whether interactive, game – based traditional methods can be as effective as or even superior to technology – driven approaches in maintaining engagement and improving academic outcomes remains an open question that this study seeks to explore.

This study will contribute to existing research by analyzing how different learning methods affect both student motivation and academic outcomes in secondary foreign language education. By comparing engagement levels and performance metrics, this research seeks to provide insights into the most effective strategies for increasing interest in learning English while ensuring academic success.

## **METHODOLOGY**

This study employed mixed research approach in order to compare students’ academic performance and engagement in foreign language learning under two different teaching methods: Traditional Method with Interactive Games (No Technology) and Modern Digital Tools. The aim was to determine which approach was more effective in enhancing students’ learning outcomes and motivation.

In the Traditional Method with Interactive Games, lessons were conducted using classic teaching techniques such as warm – up activities, board games, flashcards, storytelling, and group activities. All learning materials were paper – based, and instruction relied on handouts, the blackboard, and in – class interactions. In contrast, the Modern Digital Tools approach utilized online platforms and interactive activities for vocabulary building, grammar practice, and comprehension exercises. Websites such as Wordwall and other digital tools were

integrated to facilitate learning. The study measured students' academic performance, engagement levels, and learning experience by conducting two structured lessons and evaluating their effectiveness through pre – tests, post – tests, and student surveys.

The participants of this study were 9th – grade secondary school students learning English as a foreign language. A total of 22 students participated in the study, randomly assigned to one of the two learning groups, ensuring an equal distribution between the traditional and modern digital groups.

To compare the teaching methods systematically, the study followed a staged approach. Before the experiment, participants' baseline proficiency was assessed through a ten – question test: five closed – ended items targeting the present perfect tense and five open – ended items eliciting short written answers to evaluate productive skills.

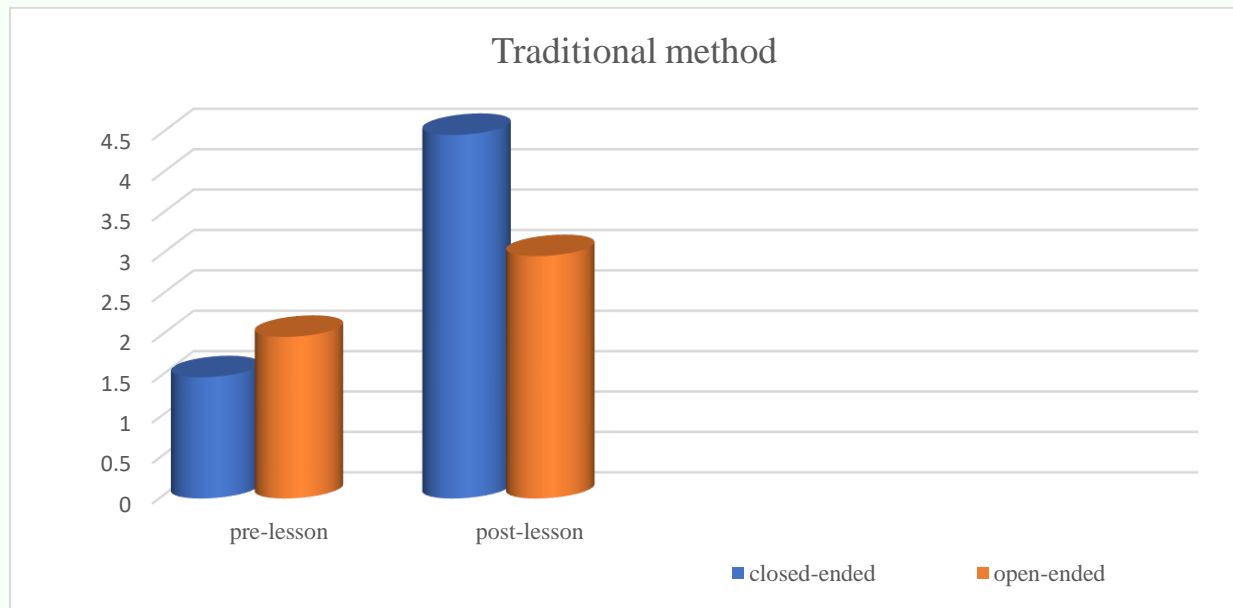
During the lesson implementation phase, both groups were taught the same lesson topic “Free time activities” and grammar rules to maintain consistency. Additionally, identical interactive games were incorporated into both teaching methods. In the Traditional Method with Interactive Games, lessons were delivered without technology, using printed materials, classroom discussions, blackboard exercises, and language games. In contrast, the Modern Digital Tools approach involved the use of online resources, including interactive exercises, quizzes, and web – based activities on platforms such as Wordwall. After completing the lessons, both groups took the same test as the post – test to measure their progress and learning outcomes.

To assess academic performance, pre – test and post – test scores were compared using statistical analysis, to determine which teaching method resulted in greater improvement in students' language skills.

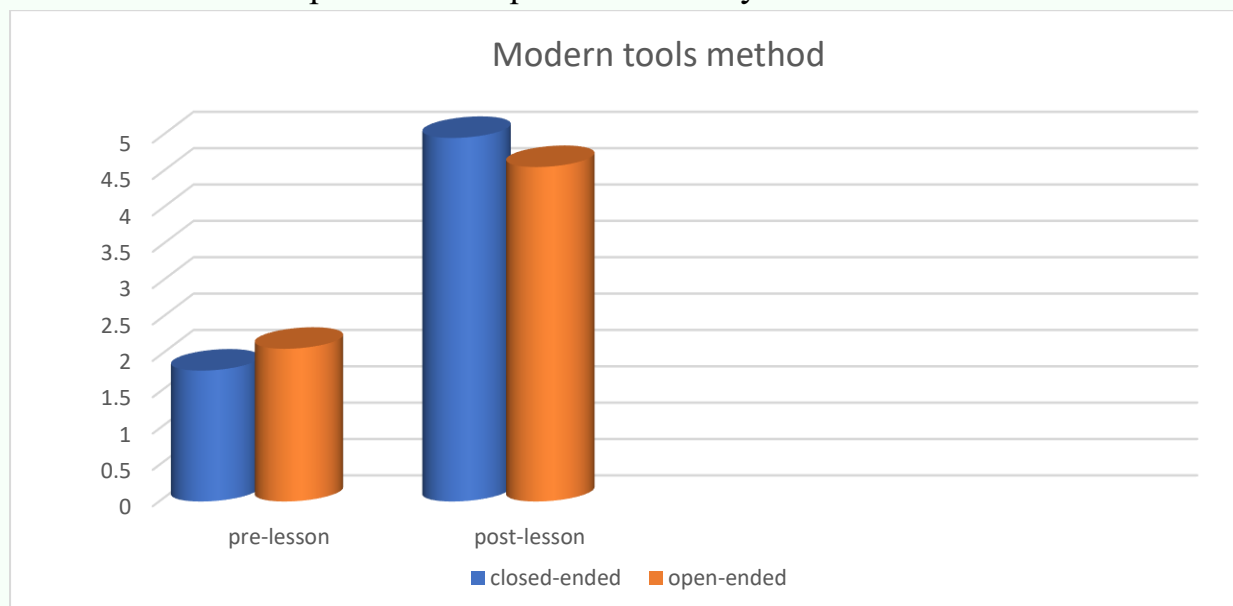
All participants were informed about the purpose of the study, and parental consent was obtained before conducting the research.

## RESULTS

This study examined which teaching methods, traditional or modern, secondary specialized school students found more engaging, understandable, convenient, and memorable when learning a foreign language. Using a mixed – methods approach, the research evaluated the effectiveness of each method.



Prior to the traditional – method lesson (delivered using paper and blackboard without modern technology), students correctly answered an average of 1.5 closed – ended and 2 open – ended questions. When the same test was administered after the lesson, results showed significant improvement: correct responses to closed – ended questions increased threefold to 4.5 on average, while correct answers to open – ended questions rose by 1.5 times to 3.



In contrast, students who participated in lessons utilizing modern teaching techniques showed slightly higher pre – lesson scores, with an average of 1.8 correct responses to closed – ended questions and 2.1 to open – ended ones. Post

– lesson assessments revealed that all students correctly answered the closed – ended questions, and on average, they answered 4.6 open – ended questions correctly.

Both instructional approaches positively impacted student understanding. However, maintaining student attention on the teacher was identified as a key factor in effective knowledge retention, regardless of the method used.

A comparative analysis of histogram data from both groups showed that pre – lesson test results were nearly identical, indicating that students were at comparable academic levels at the outset. Nonetheless, post – lesson results demonstrated that students who received instruction via modern methods achieved higher levels of comprehension compared to those taught with traditional methods.

## **DISCUSSION**

The results of the conducted study indicate that students’ responses to the pre – test administered before the traditional lesson were nearly identical, raising the possibility of answer copying, despite being instructed to approach the test responsibly. This suggests a lack of engagement or motivation during initial assessments and highlights the need for stronger strategies to promote academic integrity and independent thinking.

During the implementation of two different teaching methods using the same exercises, some challenges were encountered, particularly in adapting identical content to two distinct instructional formats. Nonetheless, the process proceeded as planned. In the traditional classroom, where instruction relied on printed materials, the blackboard, and oral explanation, some difficulties arose in maintaining student attention. In contrast, this issue was not observed in the lessons conducted with modern technologies. Students remained focused throughout, and nearly all of them actively participated in the learning process.

Despite the overall success of the modern method, certain limitations were noted. These included difficulties in ensuring equal audio access for all students when using video or audio materials, as well as challenges faced by students with visual impairments in following screen – based content (Al – Azawei, Serenelli, & Lundqvist, 2016 p51).

These findings emphasize the need for more inclusive technological adaptations in classroom settings



Compared to the traditional approach, the modern teaching method was more effective in helping students internalize and retain lesson content. This highlights the need to expand and refine the use of modern teaching tools and strategies. Doing so can elevate the effectiveness of foreign language instruction and open new opportunities for deeper student understanding. Future studies should focus on developing innovative, technology – based methodologies and assessing their impact in diverse educational contexts.

## CONCLUSION

In conclusion, this study compared the effectiveness of traditional and modern teaching methods in delivering foreign language instruction. Based on the research conducted for this paper, it became evident that lessons delivered through modern methods were perceived by students as more convenient, engaging, and memorable. Although both instructional approaches shared the same educational goal, the modern method led to quicker and more effective comprehension among students.

In foreign language learning, it is essential for teaching methods to be engaging, accessible, and memorable. Modern instructional techniques are well – suited to achieving these goals. To continue improving the quality of teaching and learning, it is vital that such materials and methods be regularly updated, and that educators continually develop their professional skills to adapt to new technologies and teaching approaches.

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