

# Incorporating Teachers' Views on Different Techniques for Teaching Foreign Languages in the Classroom

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## Abstract

Attempts have been made to understand how teachers see different methods of teaching foreign languages. Also, numerous approaches and techniques have been used to improve the process of teaching foreign languages. These techniques have always been scrutinized for their perceived effectiveness and frequency of usage by the teachers. On the one hand, each approach is time-specific and may solve the issues of language instruction and learning at that point sufficiently; on the other, its flaws are revealed, making way for a new approach. This article aims at presenting an assessment of the frequency of usage of different teaching methods and techniques in foreign language learning, explicating the views of the foreign language teachers and evaluating the level of effectiveness. The study community include 200 foreign languages teachers drawn across various locations. There was no target on a particular foreign language, and the teachers participated through responding to questionnaires inputs. The 200 teachers polled for the study presented their views on the viability of six different teaching methods and strategies, including the direct or natural method, the hybrid method, the simulated experiment approach, the communicative strategy, the computer-Assisted Language Learning (CALL), and the Content and Language Integrated Learning (CLIL). Data was collected using structured questionnaire, and analysis was conducted using relevant statistical measures, including the calculation of the frequencies and percentile values of the views of the respondents. The survey result indicated that the direct or natural method, and the communicative method are not frequently used by the teachers. The participated teachers further affirm that hybrid method is the most current effective method, followed by the CALL, CLIL and Simulated learning method. In terms of effectiveness of method, the result indicated that hybrid method and simulated method are the most effective teaching method. It was further shown in the analysis that foreign languages teachers in high schools must pay attention to the impacts of digital tools in facilitating language learning and improve learner's communication ability. School leaders must incorporate the views of teachers on best methods for foreign language learning.

**Keywords:** foreign language, CLIL, CALL, simulated experiment, hybrid learning

## 1. Introduction

Arrays of studies have been conducted in the analysis and evaluation of different methods for teaching English language in the classroom. However, it has become pertinent to gain insights from classroom teachers of English as a foreign language. As major stakeholders in the pedagogical processes, the views of foreign language teachers on the efficiency and effectiveness of different teaching methods remain significant, as they can offer practical understanding of the viability of the methods (Herman et al., 2023b). This study seeks to gain insights from teachers of English as a foreign language, and to also evaluate their views on the methods that effectively suit the learning needs and requirements of foreign language students in light of contemporary technological innovations in foreign language pedagogy.

Teaching foreign languages has remained an age-long practice in the educational practice, and teachers have practices varying methods to further improve the proficiency of the language learners (Silalahi et al., 2022). For decades, scholars in the field of linguistics have dug into the question of how language instruction can be improved in a variety of ways. Various approaches to language instruction have developed in response to the unique difficulties presented by actual classroom settings. Although some of these techniques have been

addressed by linguists in the past, such as Asher (1977), Krashen (1982), Brown (1994), Olaoye (1998), Rifkin (2003), Anozie (2007), etc.); we believe that a philosophical approach to the topic is warranted. Anozie (2007) included what he terms the newer techniques, which are also emphasized in the writings of Krashen (1982), whereas Olaoye (1989) only examined five.

When it comes to education, no two students learn through the same unique method, which is the reason each foreign language class is organized to reflect the immediate needs of the students. This is why, over time, language educators have created a wide variety of approaches, each of which places distinct emphasis on a unique set of linguistic competencies and employs a unique set of tools to help their students achieve linguistic fluency. The societal innovations and changes must be taken into consideration by teachers when they use one method or another in foreign language teaching.

Although an overview of the various methods of foreign language teaching (FLT) in use today is included, the primary goal of this paper is to provide a critical evaluation of the frequency of usage of methods and the effectiveness in the foreign language teaching. This article introduces an innovative and necessary methodology for improving the efficiency of foreign language teaching methods. Numerous scholarly investigations have been conducted to examine diverse pedagogical approaches and their effects on language acquisition results. However, this specific study focuses on a frequently neglected though very significant standpoint: that of foreign language instructors. This research acknowledges the crucial role of teachers as primary implementers of language pedagogy by actively soliciting and integrating their thoughts, experiences, and preferences. By conducting an extensive investigation into the perspectives of educators on various instructional approaches, this study not only enhances our comprehension of the intricate dynamics within language learning environments but also has the capacity to bring about significant advancements in the development of curricula and teaching methods. The research serves to bridge the gap between theoretical frameworks and practical implementation by elucidating the practical problems and specific adjustments implemented by teachers. By adopting this method, it is in accordance with a pedagogical framework that prioritizes the learner's needs and preferences. This framework emphasizes the integration of expert knowledge and scholarly investigations, resulting in a comprehensive and flexible model for foreign language instruction.

## 2. Literature Review

The word "teaching method" alludes to the overarching principles, methodology, and managerial strategies that are utilized for the purpose of providing instruction inside of a classroom setting. The educational philosophy, the demographics of the classroom, the subject area(s), and the purpose statement of the school are all important considerations when selecting a teaching technique. Methods that are centered on the instructor and those that are centered on the students are the two primary classifications that can be applied to teaching theories. It is thus necessary to review the premises of some of the popular methods in the literature, and ensure a diversified understanding of the premises and applicability of these approaches, including contexts and educational situations.

### 2.1 Different Approaches in Foreign Languages Learning

#### A. Natural Teaching Method (Krashen and Terrel, 1984)

The Natural Teaching strategy, which was developed by Stephen Krashen and Tracy Terrel in the late 1970s and early 1980s and is founded on Krashen's theories regarding the acquisition of second languages, can be traced back to the beginning of diversification of language teaching methodologies. The Natural method is quite similar in many respects to Asher's Total Physical Response method, including the emphasis on the silence period, waiting for the student to use the foreign language at will; the focus on the learner's relaxation while they are engaged in the learning process (Wang et al, 2019; Nunan, 1991).

This method opposes more traditional approaches to language instruction in favor of a collaborative method of instruction. According to Krashen and Terrell (1983), the strategy to teaching a language that makes use of situations rather than traditional methods is not founded on "actual theories of language acquisition but theories of the structure of language." Krashen and Terrell subscribe to a collaborative strategy to language education, which places an emphasis on the teaching of conversational abilities rather than teaching lifeless language structures (Hanif et al., 2023). They believe that communication is the primary function of language, and they teach language using this methodology. The principles that the Natural approach holds concerning the application of language and the significance of terminology are the primary factors that set it apart from other methods and approaches: It is generally accepted that language serves as a medium through which meaning and statements can be conveyed. Because a language's diction is practically all that makes it up, vocabulary is of the utmost significance (Maria, 2016; Aaron, 2015).

This technique is quite comparable to other instructional strategies that place an emphasis on communication, such as the collaborative approach, and shares many of the same characteristics. Communication isn't the ultimate objective here; rather, it's a means of progressively bringing trainees closer and closer toward understanding of the subject matter. This is the key distinction (Asher, 2017). The natural strategy recognizes that the generation of speaking occurs gradually and requires a significant amount of time for further development. Because of this, it is never coerced or addressed with specific mistake correction, training, or intentional learning of grammatical principles. Teachers who adhere to the natural approach to language education are less likely to point out students' errors, and they never officially instruct students on proper grammar. Instead, they show the students as many examples of correctly constructed statements as they can and then allow them time to figure out the correct forms on their own.

#### B. The Communicative Method

This is a comprehensive strategy that incorporated a variety of techniques, motivations for learning the target language, kinds of

instructors, as well as the requirements of particular classrooms as well as the requirements of the students themselves. It is one 'encompassing' strategy to language instruction that has evolved into the recognized 'standard' in this sector of the industry (Anozie, 2017; Aaron, 2015; maria, 2016; Olaoye, 2019). The following are the fundamental principles that underpin this approach:

- i. Places an emphasis not only on grammatical or linguistic ability, but also on all of the components that make up interpersonal proficiency.
- ii. Involvement of the student in the systematic and functional use of language for a variety of important objectives.
- iii. Understands that fluidity and precision are two sides of the same coin when it comes to the fundamentals of effective communication strategies.
- iv. Demonstrates the ability to use the language in unrehearsed situations.

The all-encompassing character of collaborative language teaching (CLT) as a technique has presently been of the preoccupation of contemporary language specialists, and "it has also been of great interest" and pursuance of many college and university programs that are dedicated to the study of foreign languages. Rifkin (2003: 169) makes the observation that "many college and university foreign language programs are designed to help students achieve certain goals." According to him, these objectives are as follows:

- A. Comprehending the listing (and, in some cases, viewing comprehension).
- B. Comprehension of written material.
- C. Speaking aptitude.
- D. Writing aptitude.
- E. A comprehension of the culture(s) that are associated with the language's use.
- F. Having an appreciation for the viewpoints of people from other cultures.

The reason this teaching method is considered to be effective more than some other techniques is due to the fact that language (whether it is to be obtained or learned) cannot be productively used unless it is first taught. The teaching methods that are most commonly evaluated with foreign languages, particularly English, are the methods that are used in classrooms today. Once we have examined our own target language, we will be able to determine whether any of these techniques, or all of them, are applicable to the study process.

Since the approach enables teachers to take someone with little to no ability to communicate in the foreign language and make the person comfortable in a variety of real circumstances in just a few dozen classes, teachers view the conversational approach as one of the finest teaching techniques in the process of learning new languages.

### *C. Content and Language Integrated Learning (CLIL)*

This method has been widely discussed and criticized in terms of its effectiveness in teaching foreign language, or using foreign language to teach another subject. Marsh (2010) explained that CLIL entails studying one topic in a second language. It has great potential for fostering confidence in young people as language teachers and improving their grasp of a variety of topic areas. The European Commission of Languages (2013) provided the final description of this method, stating that "Content and Language Integrated Learning (CLIL) involves teaching a curricular subject through the medium of a language other than the language normally used." San Isidro (2010:55) argues that the need for new educational policies has become increasingly apparent in our increasingly international modern world due to the convergence of new political, economic, technical, and social realities. Learning a new language in this world requires adjusting to its unique conditions (Prato and Celce, 2019). Because of this, English has become an international language and a vital means of communication in the modern world.

Given the discussion in the preceding line, it's clear that we need to do something to improve English proficiency outside of formal education settings. CLIL is the term for this method. Although the CLIL Approach can be traced back to the 1970s and 1980s, the word itself was not created until 1994, by David Marsh. This initiative was inspired by language training courses in the US and Canada, as well as targeted language instruction initiatives. Differentiating between CLIL and language immersion programs is essential because in the former, instruction takes place in the target language's native context and all content is delivered in that language, while in the latter, instruction takes place in the language of instruction (L1) and only a subset of content is delivered in the target language. (Aaron, 2015). When a second language is integrated into the instruction of a core topic, such as mathematics, history, or science, the method is known as content-language integrated learning, or CLIL.

A well-designed CLIL class, as outlined by Nunan (1991), should integrate the following 4Cs (Herman et al., 2022):

- i. Curriculum content: fostering growth in students' familiarity with and proficiency with the topics covered by that curriculum.
- ii. Learning a language is an integral part of communicating effectively.
- iii. Cognition is the process of learning to reason in ways that integrate new information, prior experience, and words.
- iv. Culture: presenting us with the opportunity to learn from one another and broaden our understanding of the world.

#### *D. Simulated Experiment Language Teaching Method*

The simulation physical activity is a form of assessment where students' prior knowledge is evaluated, real-world instances are discussed, students are given opportunities to apply what they have learned, and cognitive change is provided so that students can take control of their own learning. Learners in these environments should also have opportunities to reflect on and consolidate what they've learned. In order to promote the students' brain growth and enhance their problem-solving skills, foreign language education has moved away from its traditional emphasis on the instructor and toward a more student-centered strategy (Maria, 2016). Instead of being compelled to remember, students would be more motivated to actively participate in the learning process if instructors used creative methods like drawing links between the material and real-world instances and doing away with tiresome grammar processes.

In light of these shifts in the fields of science, technology, and education, it is crucial that programs created for the purpose of teaching foreign languages be routinely updated. The area of teaching foreign languages critically needs to shift its focus to the students.

Maria (2016) sees simulation as "the reality of functions in a virtual and structured environment" for teaching a language. Learning a new language through role-playing entails having students imagine themselves in a variety of professional and everyday situations. In other words, the simulation is a method for creating a new environment for oral communication (a projection of daily life) in and structures that combines language instruction with the development of proficiency, encourages character development in relation to the social setting, reduces the need for linguistic intervention, and gives students reason to be optimistic (Aaron, 2015: 39).

Based on the academic groundwork established by Kolb and Kolb, simulation can be classified as an applied learning approach. The idea's foundation rests on the fact that knowledge is acquired through experience and critical thought, which in turn leads to four stages of growth: encounter; interpretation; perception; extrapolation; and hypothetical sweeping statement; and, finally, empirical validation and use of the acquired experience. The ideas of Kolb and Kolb have been developed further by researchers such as Hawk and Shah (2019), Li (2019), Li et al. (2022), Beames and Brown (2021), and others.

#### *E. Hybrid Teaching Method*

This method involves mixture of physical and digital learning patterns in teaching foreign language. It is widely promoted to facilitate both learning the grammar and structures of the language, and in the improvement of the spoken proficiency of the learners. Blended or hybrid learning, as described by Maria (2016: 2), mixes traditional in-class teaching with a sizeable portion of instruction given online, typically between 30 and 70 percent (van Thao et al., 2021). Mixed distribution, as described by Park et al. (2019), permits pupils to reap advantages of both methods, and improves education for pupils and makes it available to more people.

Hybrid and blended learning have several benefits over fully online instruction. One of the most significant is that students "may be better guided toward effective learning thanks to the in-class component, instead of being pushed to overcome the difficulties on their own" (Park, et. al, 2019; Herman et al., 2023a). Teachers at high schools typically opt for a 50/50 situation in which students spend 50% of their time on course procedures and final course grade for four hours per week of class time, "where new materials are implemented, explained, and demonstrated in class (50% of the course activities and final course grade for face-to-face classes)" (Part et al. 2019: 16). Freely accessible extras in the web component include expanded descriptions of key grammar points and cultural information, as well as practice tests to help students get ready for examinations. Since learner engagement has been shown to increase «academic achievement, persistence, satisfaction, and a sense of community», this is the goal. Learner engagement is described by Halverson and Graham (2019) as the participation of the learners intellectual and psychological enthusiasm to achieve a learning task (Halverson & Graham, 2019: 145).

#### *F. Computer-Assisted Language Learning (CALL)*

Foreign languages instruction and learning that makes use of computers, digital tools, and IT to show, support, and evaluate learning objectives is known as computer-assisted language learning (CALL). According to Beatty (2003), computer-assisted language learning (CALL) is "the use of computers in learning that leads to improvements in language skills." Using this language systems, educators and scholars can quickly identify effective resources and methods. Furthermore, they are flexible enough to be used with a wide range of pedagogical approaches. CALL addresses questions of instructional strategy, educational theory, and technological development. Due to the evolving character of computers, CALL is constantly giving rise to new pedagogical concepts and technological developments in both hardware and software. CALL is not limited to use in the classroom. It can be employed as a reward for fast pupils or as a motivator for those who take their time. On the other hand, it's a comprehensive language-learning software that can help people who aren't near a school. The primary focus of computer-assisted language learning (CALL) is self-directed learning, in which students are given the opportunity to study outside of class and under their own control. In accordance with the way CALL resources are made, students can go back over them as many times as they need to in order to fully master the content.

#### *2.2 Pedagogical Innovations in Foreign Language; An Overview*

The dynamic premise of pedagogical innovation, which reflects the continual development of teaching techniques beyond standard procedures, is central to the study of foreign languages. The transformational potential of novel techniques in language classes has been made clear by recent research. Smith and Johnson (2022) looked at how augmented reality (AR) technology may be used in a French language school to improve vocabulary learning. The results showed that when compared to conventional approaches, learners who were provided with AR-based learning shown higher levels of engagement and retention. This is consistent with Chen et al.'s (2021) investigation on the effects of gamification on Mandarin Chinese learning. Incorporating game components improved student engagement

and allowed for a more immersive and engaging language learning experience, according to their study (Smith & Johnson, 2022; Chen et al., 2021).

Additionally, the idea of pedagogical innovation encompasses educational resources that include learners in multimedia platforms. The usefulness of using real foreign films with translations as a technique of enhancing listening skills, and cultural understanding was investigated in Garcia and Martinez's (2020) research. The findings showed that exposing learners to language use in everyday situations improved both their language ability and cultural sensitivity. Martinez et al. (2021) investigated the use of social media channels as a bilingual educational aid in light of this. They discovered that students improved digital literacy abilities necessary for contemporary communication by taking advantage of the popularity of platforms like Instagram and TikTok, in addition to practicing language skills in real-world settings (Garcia & Martinez, 2020; Martinez et al., 2021).

It is equally important to include teacher viewpoints in the field of educational innovation. The adoption of technological improvements by foreign language instructors was the subject of a research by Brown and Lee (2023). Their study emphasized the importance of teacher support and training in promoting the successful adoption of novel methods. Teachers' comments on their educational journeys provide insightful information about the potential and difficulties involved with applying fresh ideas. Robinson's study from 2022 examined teacher-generated material as an innovation. The research found that by giving teachers the freedom to design their own materials and resources, educators not only adapted to the requirements of individual classes but also felt empowered to participate actively in the innovation process (Brown & Lee, 2023; Robinson, 2022).

However, a thorough grasp of its possible drawbacks is necessary for the effective incorporation of pedagogical innovation. Researchers Smithson and Chen (2021) looked at the usage of mobile language-learning software. While the research highlighted the accessibility and convenience of these applications, it also brought attention to worries that they can oversimplify language learning procedures and lack the essential cultural context (Munthe et al, 2021). These results underline how important it is to strike a balance between cutting-edge techniques and preserving the integrity of language training. This is consistent with the attitude expressed by Johnson et al. (2020), who investigated the difficulties instructors encounter when using digital storytelling strategies. Teachers struggled with the requirement to provide sufficient supervision and structure to promote meaningful language development despite the advantages of encouraging creativity and communication skills (Smithson & Chen, 2021; Johnson et al., 2020).

### *2.3 Gap in the Literature*

Improving language education requires a critical understanding of the perspectives of the teachers in the foreign language classroom. There is a glaring gap in the literature with regard to thoroughly assessing teacher views, despite the fact that several research have investigated diverse educational techniques and procedures. The attitudes, interests, and insights of teachers—who operate as the link between theory and practice—are inextricably linked to the effectiveness of language teaching. The intricate interactions between teachers' perspectives of their duties, the difficulties they face, and the possibilities they see in the context of teaching foreign languages must be examined in order to fully understand this difference.

The literature hasn't done a great job of addressing one important topic: instructors' attitudes and views toward language acquisition. For the purpose of creating efficient teaching techniques, it is essential to look at how instructors see the process of language learning strategies and how these views affect their choices for how to teach. This topic was explored by Martinez and Nguyen (2022), who looked at how teachers' conceptions of the significance of culture in language acquisition affected the creation of their curricula. The results showed that instructors who adopted a sociocultural viewpoint were more likely to use culturally genuine materials and real-world circumstances, demonstrating how underlying attitudes may have an impact on instructional decisions.

The topic of instructional preferences is a key aspect of teacher perspectives. The research is lacking in comprehending the elements that influence instructors' decisions on approaches and methodologies, despite the fact that it is acknowledged that there is no one strategy that works for all language learners. In order to fill this gap, Smith and Kim (2021) looked at the variables affecting teachers' preferences for communicative language teaching (CLT). Their study shed light on the need for specialized professional development opportunities by highlighting the crucial impact that teacher preparation and past teaching experiences have in determining instructional choices.

The perceived efficacy of various teaching methods also provides an important but understudied area in the literature. Even while student learning results are often evaluated, instructors' opinions on what works and why are seldom examined. Through an investigation of teachers' perceptions of the efficacy of technologically aided language acquisition, Johnson et al. (2023) set out on this trip. Their research showed a range of opinions, with some instructors highlighting how technology may increase engagement while others expressed worry about how it would replace face-to-face connection. This difference in viewpoints illustrates the wealth of views that may greatly aid in the improvement of teaching procedures.

Generally, a critical area that needs further research is the gap in the literature about teachers' viewpoints in the context of teaching foreign languages. For a comprehensive knowledge of the complex dynamics of language classes, this gap must be filled. Researchers can encourage the creation of more specialized and successful language pedagogy tactics by probing instructors' attitudes, instructional preferences, and judgments of technique efficacy.

### *2.4 Problem of the Study*

One area that is experiencing fast growth as it seeks to meet the demand for a new breed of learners who can effectively use the

burgeoning e-learning system and introduce novel approaches to the study of foreign languages is teachers views on teaching methods. Institutions of higher learning have a duty to prepare their foreign language learners for the challenges of integrating new forms of communication into the classroom. Incorporating the instructors' points of view into the regular lesson plan is essential for foreign language education policymakers who want to know more about innovative approaches.

2.5 Research Questions

The following is a list of research questions that underpin the relevance of this study:

- a. What is the frequency of usage of the various teaching methods by the teachers?
- b. What methods are more effective in teaching foreign languages, according to the views of the teachers?
- c. To what extent does the method a teacher employs in teaching foreign language affects the learning process?

2.6 Research Objective

This study primarily aims at expounding the views of teachers on the degree of usage of different teaching methods, aimed at validating methods that are more frequently used than the other. The study also gains insights from teachers to evaluate the extent to which the method they employ affect the learning process.

3. Method and Procedure

A. Study Approach

Due to the specific nature of the topic under study, a descriptive-analytical strategy was adopted for this research, and a quantitative technique was used to evaluate the data. Two hundred teachers of foreign languages were chosen randomly from those who use digital communication networks.

B. Study Community

The participants in the questionnaire include 200 foreign language teachers drawn across different locations using digital communication systems. The teachers that participated in the study are currently teaching different foreign languages in different high schools between the period of December, 2022 and March, 2023, when this study was conducted.

C. The Study Sample

Simple random sampling techniques readily available online were used in the research (Al-Awawdeh, 2022). Two hundred teachers of different foreign languages participated. The online survey was administered using Google Forms for data collection. SPSS was used for data entry and analysis. The accompanying table illustrates the characteristics of the sample population taking into account a number of relevant factors.

Table 1. Demographic Variables

Categories	Sub-categories	Frequency	Percentage
Gender	Male	74	37%
	Female	126	63%
Educational Qualification	Bachelors	49	24.5%
	Masters	151	75.5
Years of Experience	1-10 years	168	84
	11 years or more	32	16

D. Study Tools

Five-points Likert Scale questionnaire was distributed across to all the participants in the study. The questionnaire contains four main parts. The first part focuses on pertinent demographic variables. The second component of the questionnaire validates the usage of the methods by the teachers in the classroom. Then the third is based on the efficiency of the methods in teaching foreign languages in the classroom.

E. Analysis Procedure

Statistical tools such as graphs and tables were used to evaluate the values of the respondents across the questionnaire inputs. Frequencies and percentages were calculated and inputted in accordance with the questionnaire responses.

4. Results and Discussion

4.1 Results

A. Result of Frequency of Usage

The first research question focuses on unveiling the frequency of usage of the different teaching methods that were reviewed in the literature. The focus is to find out which of the methods is most frequently used by the teachers in foreign language classroom, which is an indication of the value of the method. The result is presented in the chart below:

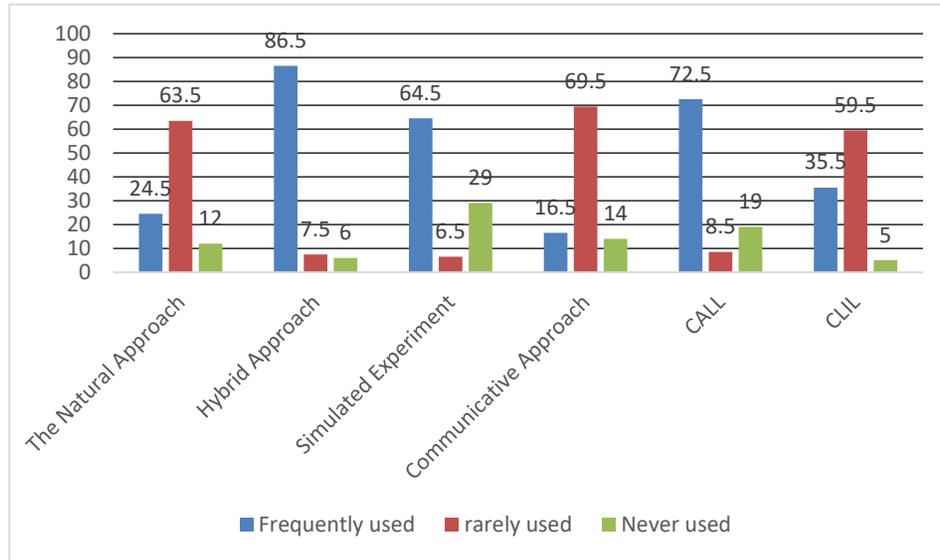


Figure 1. Frequency of Usage of different teaching Methods

Figure one provides insights into the frequency of usage of the different teaching methods. The following findings are evident in the chart:

- i. The most frequently used teaching method, according to the teachers, is the hybrid teaching method. More than 86% of the teachers that participated in the study indicated that they use hybrid method frequently in the classroom. About 7.5% of the teachers indicated that they use the hybrid method, but not frequently, while 6% indicated that they do not use hybrid method in teaching foreign language.
- ii. CALL is another method that is also frequently used by the teachers. Figure 1 indicates that 72.5% of the teachers use CALL frequently, 8.5% use the method but not frequently, and 19% indicated that they have never used this method in teaching foreign language.
- iii. About 69% of the study participants indicated that they rarely use the Communicative method in teaching foreign language. Only 16.5% accepted they use the method frequently, while 14% indicated that they do not use this method.
- iv. Also, 63.5% indicated that they rarely use the natural method in teaching foreign language, which is far higher than the 24.5% that frequently use the method, and the 12% that have not used this method in teaching foreign language in the classroom.
- v. Over 64% of the teachers affirm that they use simulated teaching methods in foreign language education, indicating they integration of digital systems in foreign language education is increasing across schools. However, only 6.5% indicated that they rarely use this method, and 29% affirmed that they have never used simulated teaching method.
- vi. Finally, about 59.5% of the study population affirm that they rarely use the CILL method in foreign language teaching, which is higher than the 35.5% that affirm that they use this method frequently, and the 5% that have not used this method.

Overall, figure indicates that hybrid method, wherein teachers can use different teaching method according to the demands of the students, the context and administrative requirements, in teaching foreign language. This is closely followed by the CALL and the simulation strategy. The data further indicates that majority of the teachers do not frequently use the natural method in foreign language education. The analogue-driven methods include the natural approach and the communicative methods, these two approaches, as seen in figure one, are actually the less used and less preferred methods by the teachers. This finding further indicates that technology facilitates foreign language teaching, but a mixture of technological tools for online learning and the physical impacts of teachers, which yield the hybrid approach, is considered the best approach to teaching foreign language.

*B. Effectiveness of the various Methods*

The second research question seeks to unveil the views of the teachers on the effectiveness of the various tools. The main aim of the second research question is to establish which method is more effective in the foreign language teaching. The views of the lecturers are summarized in the graph below:

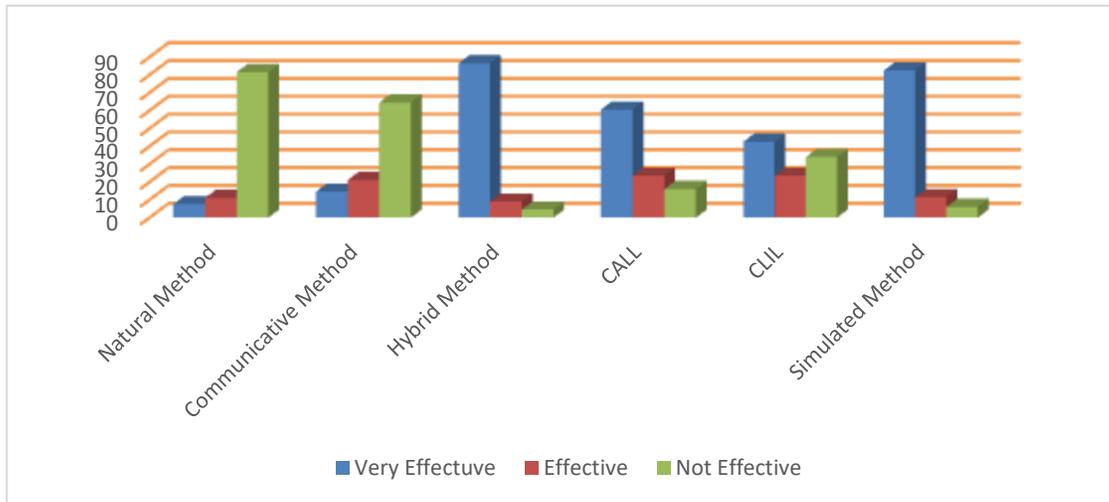


Figure 2. Result of the Effectiveness of the Different Teaching Methods

Figure 2 offers insights into the perception of the teachers on the effectiveness of different teaching methods in foreign language education. In figure 2, it could be seen that:

- i. Over 81% of the teachers that participated in the study affirm that the natural teaching method is no longer effective. This finding can be connected to the finding in figure which suggest that a greater portion of the teachers affirm that they do not use natural teaching method in foreign language education. However, 7.5% of the teachers affirm that the method is very effective, while 11% affirm that is effective. This finding, in collaboration with the findings in figure 1, is an indication that the natural method is becoming obsolete in foreign language teaching and learning.
- ii. Over 14.5% of the study population affirm that the communicative method of teaching foreign is very effective, 21% affirm that it is effective, while 64.5% affirm that is not effective. This finding indicate that communicative method is still used in foreign language education, but not considered to be very effective by the teachers.
- iii. More than 86% of the study population of the study confirmed that the hybrid method in foreign language teaching is very effective. In addition, 9% of the teachers affirm that hybrid method is effective, while 4.5% of the study population stated that the hybrid method is not effective in foreign language education. The implication of this finding is that a greater percentage of the teachers that participated in this study affirmed that the hybrid method is the most effective foreign language teaching method.
- iv. More than 60% of the teachers that participated in the study also affirm that CALL method is very effective, which is higher than the 23.5% that agreed that its is merely effective and the 16% that stated that the CALL method is not effective.
- v. About 42.5% of the teachers that participated in the study affirm that CLIL method is very effective, which is also higher than the 23.5% that agreed that the method is merely effective, while 34% stated that the method is not effective.
- vi. About 82.5% of the study population affirm that the simulation teaching method in foreign language education is very effective. This figure is very high and indicative of the fact that simulated teaching systems are becoming prevalent in foreign language education. The data further indicated that 11.5% agreed that it is merely effective, while 6% stated that it is not effective. The implication is that the overwhelming majority of the teachers affirm that simulated teaching method is very effective in foreign language teaching.

Overall, figure 2 indicates that the hybrid method of teaching is the most effective in foreign language teaching, as confirmed by an overwhelming majority of the teachers that participated in the study. This is closely followed by the simulated learning method, and then the CALL method. these findings indicate that technologically driven methods are very effective, and the integration of analogue and technological methods in foreign language teaching. The data further indicate that the use of analogue method alone is not effective, as stated by a majority of the teachers that participated in the study.

### C. Results on How a Method can Affect Foreign Language Teaching

The third research question focuses on finding out the views of the teachers on how the method they employ in foreign language teaching affects the learning process. Table 2 below is a summary of the data.

Table 2. Results on how methods can affect foreign language teaching

S/N	Question Items	SD	D	N	A	SA	Mean
	In my school, the choice of a teaching method to be used in a foreign language classroom is determined by the instructional needs of the learners and the school authorities.	N=29 14.5%	N=52 26%	N=16 8%	N=73 36.5%	N=30 15%	2.54
	I determine which method to use irrespective of what the school authority prefers, as I know what is best for the students	N=19 9.5%	N=21 10.5%	N=23 11.5%	N=86 43%	N=51 25.5%	3.65
	Foreign language students learn the grammar, and become proficient in all aspects when I, as the teacher, use only analogue methods	N=109 54.5	N=39 19.5%	N=21 10.5%	N=20 10%	N=11 5.5%	2.18
	The use of Mixed methods helps the teacher to perform efficiently and produce highly proficient foreign language students	N=17 8.5%	N=8 4%	N=11 5.5%	N=101 50.5%	N=63 31.5%	3.52
	Using only digital methods in foreign language teaching improves students' proficiency and teachers' efficiency more than any other method.	N=20 10%	N=11 5.5%	N=23 11.55%	N=107 53.5	N=39 19.5	3.05

SD=Strong Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree. Total Mean= 14.94, Highest Mean=3.65, Lowest Mean= 2.18, Range= 1.47

Table two provides clear understanding of the systems of usage of different methods in the schools investigated. Over 36.5% of the study sample agree that it is the school authorities and the immediate instructional demands of the students that determine which method to employ in the classroom. This finding implies that the teachers do not have right to decide which method to use in the classroom. However, over 41% refute this claim, which is a direct reflection of question 2. In the second question, over 68% of the teachers affirm that they decide the method to use in the foreign language classroom because they know and understand which method is considered best for the student. This is higher than 20% that refute this view, tilting towards the choice of school authorities as the sole determinants of method to use in the classroom. Focusing on methodology, over 73% of the teachers refute the claim that only physical teaching can make contemporary foreign language students to attain proficiency in the grammar and generality of the foreign language. This is far above the 10.5% that thinks physically teaching the students is the only way to improve the foreign language learning. This finding is also a reflection of figure 1 and 2 wherein a greater percentage of the teachers affirm that hybrid method remains the best and most frequently used. Also, this finding is a reflection of the outcome of question 4, which focuses on the use of hybrid method. In question 4, over 81% of the teachers affirm that mixing both the analogue and technological systems in foreign language learning facilitates both the work of the teachers and the attaining of native-like proficiency by the students. This figure is far above less than 12% that refute this claim.

Finally, the analogue and digitally drive methods were compared, and over 72% of the teachers opted for digitally driven methods. This finding is an indication that modern technological tools have changed the way teachers teach foreign languages. This finding further indicates that teachers are aware of the impacts of technology in modern foreign language teaching and learning.

The lowest mean of the data presented in table 2 is 2.18, whereas the highest mean is as high as 3.65. The range for the data in table 2 is 1.47, and the data also unveils further findings. For instance, using the data, it can be deduced that the teachers that participated in the study do not totally refute the use of communicative method or natural method as the core analogue methods for teaching foreign languages. Rather, the figure two findings and table 2 findings indicate that the teachers prefer a method that reflect the realities of using technological tools in our modern online and offline foreign languages classrooms. Again, the data also indicate that using only digital systems may not yield all the results needed to cultivate proficiency in the foreign language. This finding places the hybrid method at the center of foreign language teacher.

It is pertinent to reiterate, from the views of the teachers as seen in figure 1 and table 2, that hybrid method does not only involve online and offline approaches, but include the application of digital tools in both the online and offline classes in teaching and learning the foreign languages.

#### 4.2 Discussions

The results of this research provide important light on the typical teaching strategies adopted by foreign language teachers as well as on how successful these strategies are in the way they affect learners. The research looked at the use and efficacy of a variety of teaching techniques, from communicative, natural, simulated, and content-integrated language learning (CILL) approaches to hybrid teaching and computer-assisted language learning (CALL). The data illustrates the dynamic nature of foreign language instruction, where a balance between conventional and technologically oriented techniques is sought to meet the requirements and expectations of contemporary learners.

The prevalence of the hybrid teaching approach among the teachers polled highlights how important it is for modern foreign language instruction. More than 86% of interviewees said they regularly used hybrid approaches, which shows the blending of conventional and modern elements. This result supports the idea that a mixed approach may benefit from face-to-face instruction's benefits while using technology's ability to increase engagement and involvement (Brown & Lee, 2023). The instructors' preference for the hybrid approach demonstrates their readiness to adapt to the needs of a digitally linked society where technology significantly enhances language learning. Although CALL emerged as yet another widely used technique, it was noteworthy that just around 25% of instructors had tried it. This

result points to the need of focused professional development to provide teachers the knowledge and abilities to successfully incorporate technology into their classrooms (Martinez & Nguyen, 2022). The study's findings on the perceived efficacy of instructional strategies paint a complex picture. Over 86% of participants gave the hybrid approach strong endorsement, rating it as highly successful. According to research (Smith & Kim, 2021) hybrid education has a beneficial effect on learner outcomes and engagement. The instructors' understanding of the hybrid method's capacity to achieve a balance between educational tradition and technological innovation is further shown by this.

Despite being used less often, the communicative method's efficacy was seen differently. While more than 14% of instructors thought it was extremely successful, a sizable 64.5% thought it was ineffective. This discrepancy may be caused by difficulties using communication strategies in conventional classroom settings. The study's findings draw attention to a potential discrepancy between teachers' goals and the results of communicative teaching techniques (Johnson et al., 2023). It also emphasizes the need of continual teacher education to better prepare teachers to take advantage of the communicative approach's capacity to promote language competence.

Importantly, the study's findings highlighted the natural teaching approach's declining efficacy, with more than 81% of instructors believing it to be ineffective now. This change reflects how the educational environment is changing, with established approaches being reviewed in light of technological improvements and changing student learning preferences. When it comes to language learning, technology has had a revolutionary effect, as seen by the emergence of digitally driven methodologies like CALL and virtual instruction (Johnson et al., 2023). The preference for technologically based approaches also indicates instructors' capacity for adaptation in response to modern learning settings and the need for flexible teaching techniques (Smith & Kim, 2021).

There is a conflict between teacher independence and institutional instructions, as shown by the conclusion that a sizable percentage of teachers think that school administrators and students' needs have an impact on the approach used. The prevalence of perceived institutional influence highlights the complicated relationship between teacher agency and administrative directives, even though more than 68% of instructors reported trust in their competence to make method decisions based on pedagogical concerns (Brown & Lee, 2023). The results of the survey also show that instructors reject the idea that solely physical teaching approaches can foster language competency, underscoring their understanding of the multidimensional nature of language acquisition (Martinez & Nguyen, 2022).

The present results are supported by further insights from similar investigations. According to Brown and Lee (2023), educators' use of hybrid techniques demonstrates their readiness to change with the times and integrate conventional wisdom with cutting-edge ideas. This is consistent with the large proportion of instructors who preferred the hybrid approach in this survey. Similar to the study's result that teacher views impact method choice, Martinez and Nguyen (2022) stated that teachers' opinions influence their instructional decisions. Smith and Kim (2021), who stressed the influence of instructors' earlier experiences on their instructional choices, also found resonance with the results. Johnson et al. (2023), who emphasized the variable efficacy of technology-assisted language acquisition, provide support for the results of the present research regarding the perceived effectiveness of instructional modalities. This supports the complex assessment of efficacy provided by instructors in this research, particularly with regard to CALL and virtual teaching techniques. Furthermore, the reduction in the natural method's perceived efficacy is consistent with Smith and Kim's (2021) claim that conventional methods are being reexamined in contemporary language instruction.

The study's results provide a thorough understanding of instructor attitudes and how they affect foreign language teaching strategies. The complicated nature of contemporary language instruction is made clear by the interaction between technique use, efficacy judgments, and outside factors. It emphasizes the value of using a variety of approaches that take into account both conventional ideas and technology developments, eventually increasing students' language learning experiences.

## 5. Conclusion and Implications

The various landscapes of foreign language teaching techniques and teachers' viewpoints on their application and efficacy have been addressed by this research. The results have shown significant patterns in instructors' preferences and opinions on different teaching strategies. According to the survey, hybrid teaching is the approach that instructors use the most often, highlighting its versatility in fusing conventional pedagogies with technology innovations. Additionally, the widespread use of simulated teaching techniques and computer-assisted language learning (CALL) shows that teachers are cognizant of the transformational potential of technology in contemporary language education. The conflicting opinions of method efficacy, especially for communicative and natural techniques, however, suggest a complicated interaction between teaching objectives and student results.

These results have a wide range of implications for foreign language instruction. The first is that teachers' readiness to embrace hybrid approaches indicates a favorable move toward adaptable and responsive teaching techniques. Bridging conventional and technology techniques is more important as the educational environment changes in order to suit the varied demands of modern students. Second, a reevaluation of teaching techniques is necessary given the found drop in the natural method's perceived efficacy and the differing assessments of the communicative approach. These findings highlight the need of giving teachers the information and abilities to successfully use and evaluate various methodologies, guaranteeing congruence between educational objectives and expected results.

The report also highlights potential areas for further investigation into the teaching of foreign languages. First, a thorough investigation of the causes for instructors' conflicting opinions on the efficacy of a technique may provide light on the complexity of educational results and the variables that affect students' language competence growth. The creation of specialized assistance and training programs for teachers may be influenced by an understanding of these complexities. Additionally, examining the effects of technology-enhanced

techniques, such as CALL and virtual teaching, on long-term language learning and retention may provide important insights into the long-term efficacy of such strategies.

Comparative studies that examine how conventional and digitally driven approaches interact may also provide insights into the best approaches for improving student learning, especially in light of the changing environment of language instruction. The mechanics of hybrid teaching, such as how conventional classroom interactions and online components are balanced, may also provide educators with useful advice on how to design blended learning environments that are successful. Furthermore, investigating the function of educational institutions and their impact on method choice, in addition to approaches to strengthen teachers' autonomy within institutional frameworks, remains an important area for future study.

By offering a thorough review of instructors' viewpoints on teaching techniques, this research adds to the expanding body of information surrounding the study of foreign language instruction. The results emphasize how critical it is to adopt flexible strategies that combine the benefits of conventional pedagogies with the revolutionary potential of technology. The conflicting assessments of method efficacy further emphasize the necessity for continual professional growth and a flexible approach to educational decision-making. The study's conclusions and implications provide the foundation for future research projects targeted at improving instructional methods and students' language learning experiences as foreign language education continues to develop.

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