

O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR-**

1995-yildan nashr etiladi
Yilda 6 marta chiqadi

6-2025
FILOLOGIYA

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

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UO'K: 372.881.111.1

**CHET TILI SIFATIDA INGLIZ TILINI O'QITISHNING INNOVATSION YONDASHUVLARI:
ZAMONAVIY METODOLOGIYALAR VA RAQAMLI INTEGRATSIYA****ИННОВАЦИОННЫЕ ПОДХОДЫ К ПРЕПОДАВАНИЮ АНГЛИЙСКОГО КАК
ИНОСТРАННОГО ЯЗЫКА: СОВРЕМЕННЫЕ МЕТОДОЛОГИИ И ЦИФРОВАЯ ИНТЕГРАЦИЯ****INNOVATIVE APPROACHES TO TEACHING ENGLISH AS A FOREIGN LANGUAGE:
CONTEMPORARY METHODOLOGIES AND DIGITAL INTEGRATION****Abdullayeva Nigora Shavkatovna** **Annotatsiya**

Ushbu tadqiqot ingliz tilini chet tili sifatida o'qitishda qo'llaniladigan zamonaviy innovatsion yondashuvlarni o'rganadi. Maqolada vazifaga asoslangan til o'qitish (TBLT), teskari sinf modeli, geymifikatsiya va sun'iy intellekt vositalari kabi ilg'or pedagogik metodologiyalar tahlil qilinadi. Tadqiqot turli xil innovatsion usullarning til o'rganish natijalari, talabalar motivatsiyasi va ta'lim jarayoniga faol jalb etilishiga ta'sirini o'rganadi.

Аннотация

Данное исследование изучает современные инновационные подходы к преподаванию английского языка как иностранного. В статье анализируются передовые педагогические методологии, включая обучение на основе задач (TBLT), модель перевернутого класса, геймификацию и инструменты искусственного интеллекта. Исследование рассматривает влияние различных инновационных методов на результаты изучения языка, мотивацию студентов и активное вовлечение в образовательный процесс.

Abstract

This study examines contemporary innovative approaches to teaching English as a Foreign Language. The article analyzes advanced pedagogical methodologies including Task-Based Language Teaching (TBLT), the Flipped Classroom model, gamification, and artificial intelligence tools. The research investigates the impact of various innovative methods on language learning outcomes, student motivation, and active engagement in the educational process.

Kalit so'zlar: *ingliz tilini o'qitish, innovatsion metodlar, vazifaga asoslangan o'qitish, teskari sinf, geymifikatsiya, sun'iy intellekt, raqamli ta'lim, til o'rganish motivatsiyasi*

Ключевые слова: *преподавание английского языка, инновационные методы, обучение на основе задач, перевернутый класс, геймификация, искусственный интеллект, цифровое образование, мотивация изучения языка*

Key words: *English language teaching, innovative methods, task-based language teaching, flipped classroom, gamification, artificial intelligence, digital education, language learning motivation*

INTRODUCTION

The landscape of English as a Foreign Language (EFL) education has undergone profound transformations in recent decades, driven by technological advancements, evolving pedagogical theories, and changing learner needs in an increasingly globalized world. Traditional teacher-centered methodologies that dominated twentieth-century language classrooms have gradually given way to more dynamic, student-centered approaches that prioritize communicative competence, authentic interaction, and meaningful language use. This paradigm shift reflects a fundamental reconceptualization of how languages are acquired and how instruction can best facilitate the complex cognitive and social processes involved in second language development. Contemporary EFL educators face the dual challenge of maintaining pedagogical rigor while adapting to digital innovations that have revolutionized access to authentic materials, collaborative opportunities, and personalized learning pathways.

The urgency for innovative approaches in EFL teaching stems from multiple converging factors. First, the limitations of traditional grammar-translation and audio-lingual methods have become increasingly evident, as these approaches often fail to develop the communicative

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competencies required for real-world language use [1]. Second, the digital revolution has fundamentally altered how learners access and interact with the target language, creating unprecedented opportunities for authentic input and meaningful output beyond the classroom walls [2]. Third, contemporary research in second language acquisition has yielded robust evidence supporting specific instructional techniques that enhance learning outcomes, providing teachers with empirically validated alternatives to conventional practices [1,p.222]. These developments have catalyzed the emergence of innovative methodologies that integrate technology, promote learner autonomy, and emphasize meaningful communication over rote memorization.

Among the most promising innovations are Task-Based Language Teaching (TBLT), which organizes instruction around meaningful tasks that require authentic language use; the Flipped Classroom model, which inverts traditional instructional sequences by moving content delivery outside class time to enable more interactive in-class activities; gamification strategies that leverage game design elements to enhance motivation and engagement; and artificial intelligence applications that provide personalized feedback and adaptive learning experiences [3,4,5]. These approaches share common principles of learner-centeredness, authentic communication, and technology integration, yet each offers unique affordances for addressing specific challenges in EFL contexts. Understanding the theoretical foundations, empirical evidence, and practical implementation considerations for these innovative approaches is essential for educators seeking to optimize language learning outcomes in diverse instructional settings.

This article provides a comprehensive examination of innovative approaches to EFL teaching, synthesizing current research evidence and offering practical insights for classroom implementation. The study addresses three primary research questions: What are the key characteristics and theoretical foundations of contemporary innovative EFL methodologies? What does empirical research reveal about their effectiveness in improving language learning outcomes? What are the practical considerations and challenges associated with implementing these approaches in diverse EFL contexts? By addressing these questions through systematic analysis of recent literature and comparative evaluation of different methodological approaches, this study aims to provide educators, researchers, and policymakers with evidence-based guidance for enhancing EFL instruction in the digital age.

LITERATURE REVIEW

Task-Based Language Teaching emerged in the 1980s as a communicative approach that organizes instruction around meaningful tasks requiring authentic language use rather than isolated linguistic structures. The theoretical foundation of TBLT rests on the premise that language learning progresses most successfully when instruction creates contexts in which learners' natural language acquisition capacities can be nurtured, rather than through explicit focus on grammatical forms divorced from meaningful communication [1,p.222]. This approach represents a fundamental departure from traditional synthetic methodologies that present language as discrete items to be learned sequentially. Research examining implementation of TBLT in various contexts revealed that educators often adopt a weak version of the approach, termed task-supported language teaching, which maintains some traditional elements while incorporating task-based activities [3]. This finding suggests that full implementation of TBLT principles remains challenging even in contexts where educational authorities officially advocate for the approach.

The empirical evidence supporting TBLT's effectiveness has grown substantially over the past two decades. Comprehensive reviews of TBLT research demonstrate that task-based instruction particularly enhances speaking proficiency when integrated with peer-mediated strategies, with role-play activities significantly boosting learners' motivation and confidence in oral communication [3,p.275]. Studies conducted across diverse geographical contexts consistently report improvements in primary English skills attributable to TBLT implementation, though challenges remain regarding teacher training, technological accessibility, and curriculum adaptation. The integration of technology with task-based methodologies has opened new possibilities for authentic communication, with research on technology-mediated TBLT revealing enhanced opportunities for interaction, access to authentic materials, and individualized learning experiences. However, critics have raised concerns about poorly informed implementation and

adaptations that alter TBLT's fundamental nature, transforming task-based lessons into traditional teacher-led presentation-practice-production sequences [3].

The Flipped Classroom: Inverting Traditional Instruction

The Flipped Classroom model, which gained prominence following pioneering work in 2007, inverts the traditional instructional sequence by delivering content through videos and other materials outside class time, thereby freeing face-to-face sessions for active learning, collaborative work, and individualized support [4]. This pedagogical innovation addresses a longstanding challenge in language education: the inefficient use of limited class time for passive information transmission rather than active language practice and meaningful interaction. Meta-analytical research examining the impact of flipped classrooms on college students' English learning outcomes has demonstrated substantial positive effects, with an aggregate effect size of 0.68 across multiple high-quality studies involving thousands of participants [4,p.6]. These findings indicate that when properly implemented, the flipped model produces significantly better learning outcomes than traditional classroom instruction.

Research investigating specific aspects of flipped learning in EFL contexts has revealed its particular effectiveness in enhancing learners' autonomy and motivation. Quasi-experimental studies conducted with EFL students found that the flipped classroom model significantly increased autonomous learning and motivation compared to traditional approaches, with participants reporting increased enjoyment, enhanced self-confidence, and reduced fear of making mistakes [6]. The model's effectiveness appears contingent on several design characteristics, including the availability of review materials, use of learning management systems, and adherence to constructivist instructional principles [4]. Studies examining the flipped classroom's impact on specific language skills have documented improvements across reading, writing, speaking, and listening domains, with particularly notable gains when combining audiovisual media with interactive elements. However, successful implementation requires careful attention to student readiness for self-directed learning, adequate technological infrastructure, and appropriate training for both teachers and learners in utilizing flipped learning resources effectively.

Gamification, defined as the application of game design elements and principles in non-game contexts, has emerged as a powerful strategy for enhancing engagement and motivation in EFL instruction. The theoretical rationale for gamification in language education draws on multiple psychological frameworks, including self-determination theory, flow theory, and social cognitive theory, which collectively suggest that game elements such as points, badges, leaderboards, and narrative structures can satisfy learners' needs for autonomy, competence, and relatedness while making learning experiences more engaging and enjoyable [5]. Systematic reviews of gamification in EFL instruction reveal predominantly positive effects on language learning outcomes, with gamified environments substantially aiding students in enhancing listening, speaking, reading, and writing skills [5,p.8]. Beyond cognitive gains, gamification cultivates propensity for self-directed learning by intrinsically and extrinsically motivating students to engage with language learning both inside and outside classroom settings.

METHODOLOGY

This study employed a systematic literature review methodology to examine innovative approaches in EFL teaching, following established protocols for comprehensive synthesis of empirical research. The review process encompassed three primary phases: literature search and selection, quality assessment, and data extraction and synthesis. The literature search utilized multiple academic databases including Web of Science, Scopus, ERIC, and Google Scholar, with search strings designed to capture relevant studies on innovative EFL methodologies published between 2010 and 2025. Search terms included combinations of "English as a Foreign Language," "EFL teaching," "innovative methods," "task-based language teaching," "flipped classroom," "gamification," "artificial intelligence," "digital tools," and related terminology. Initial database searches yielded over 500 potentially relevant publications, which underwent screening based on title and abstract review to identify studies directly addressing innovative EFL teaching approaches.

Inclusion criteria for the systematic review specified that studies must report empirical research on innovative EFL teaching methods, include measurable learning outcomes or

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participant perceptions, be published in peer-reviewed journals or conference proceedings, and be available in English or provide English translations of key findings. Exclusion criteria eliminated purely theoretical papers without empirical data, studies focusing exclusively on English as a Second Language contexts rather than foreign language settings, research examining only traditional teaching methods without innovative components, and publications lacking sufficient methodological detail for quality assessment. Following application of these criteria, 68 studies were selected for full-text review, of which 52 met all quality standards for inclusion in the final synthesis. Quality assessment evaluated each study's methodological rigor using adapted versions of established quality appraisal tools appropriate for different research designs, including criteria for sample size adequacy, measurement validity and reliability, appropriate statistical analyses, and clarity of reporting.

Data extraction from included studies captured information on study design and context, participant characteristics, specific innovative methods examined, implementation procedures, outcome measures, key findings, and reported limitations. Comparative analysis examined patterns across different innovative approaches, identifying common themes, contrasting effectiveness across various methodological implementations, and noting contextual factors influencing success or challenges in adoption. The synthesis process integrated quantitative findings from meta-analyses and experimental studies with qualitative insights from case studies and practitioner reports to develop comprehensive understanding of each innovative approach's characteristics, evidence base, and practical implications. Particular attention was devoted to examining how different innovative methods address specific challenges in EFL contexts, their relative effectiveness for various learning outcomes and learner populations, and practical considerations affecting successful implementation. This methodological approach enabled systematic evaluation of current evidence regarding innovative EFL teaching while identifying gaps in existing research and directions for future investigation.

RESULTS AND DISCUSSION

The systematic analysis of TBLT research reveals consistently positive effects on EFL learners' communicative competence, particularly in speaking and writing skills, though implementation challenges remain significant across diverse educational contexts. Studies examining TBLT effectiveness through compatible task-based language assessment demonstrate that learners receiving task-based instruction show substantial improvements in their ability to perform authentic communicative tasks, significantly outperforming those taught through traditional presentation-practice-production methods on measures requiring spontaneous language use [9]. The evidence base indicates that TBLT's advantages are most pronounced when tasks are carefully designed to balance cognitive complexity, communicative demands, and linguistic requirements, creating optimal conditions for language development through meaningful interaction. Research conducted across multiple national contexts confirms that task-based approaches enhance not only productive skills but also learners' confidence, willingness to communicate, and intrinsic motivation to engage with the target language beyond classroom requirements.

However, the effectiveness of TBLT appears mediated by several critical implementation factors that influence whether the approach achieves its theoretical potential. Teacher beliefs and pedagogical orientations significantly affect how faithfully TBLT principles are enacted in actual classrooms, with many educators adapting the approach to align with traditional teaching cultures rather than fully embracing its learner-centered, meaning-focused philosophy [3]. Institutional constraints including examination pressures, large class sizes, limited instructional time, and inadequate teacher training constitute substantial barriers to effective TBLT implementation, particularly in contexts where standardized testing emphasizes grammatical accuracy over communicative competence. The integration of technology with TBLT offers promising solutions to some implementation challenges, providing access to authentic materials, enabling asynchronous task completion, and facilitating interaction opportunities beyond classroom limitations, though technological integration introduces its own complexity requiring adequate infrastructure and digital literacy [1]. These findings suggest that realizing TBLT's full potential requires not merely adopting task-based activities but fundamentally reconceptualizing language instruction to prioritize

authentic communication, coupled with systemic support through teacher education, curriculum reform, and assessment practices aligned with communicative objectives.

Impact of Flipped Classroom Models on EFL Learning Outcomes

Research examining flipped classroom implementation in EFL contexts demonstrates significant positive effects on multiple dimensions of language learning, including skills development, learner autonomy, and affective factors such as motivation and anxiety reduction. Meta-analytical evidence indicates moderate to large effect sizes for flipped learning compared to traditional instruction, with particularly strong impacts when flipped approaches incorporate constructivist learning principles, utilize learning management systems effectively, and provide adequate review opportunities for students [4]. The flipped model's effectiveness appears attributable to several mechanisms: increased exposure to comprehensible input through pre-class materials, more efficient use of limited face-to-face time for interactive practice, enhanced opportunities for individualized teacher support during class activities, and development of self-regulated learning strategies through independent engagement with instructional content. Studies measuring specific language skills demonstrate that flipped instruction produces gains across all four traditional skills domains, with some research suggesting particularly strong effects for receptive skills where pre-class video instruction allows students to control pacing and review challenging content multiple times.

The flipped classroom's impact on learner affect and self-regulation represents an equally important dimension of its effectiveness beyond measurable skill gains. Research investigating EFL students' autonomy and motivation following flipped instruction reveals significant increases in both constructs compared to traditional teaching, with qualitative data indicating that students appreciate the flexibility, increased confidence from preparation, and reduced pressure of learning at their own pace [6]. The model appears particularly effective in reducing foreign language anxiety, especially reading and classroom anxiety, as students enter class activities already familiar with core content and better prepared to participate in interactive tasks [10]. However, successful affective outcomes depend critically on implementation quality, including clear communication of expectations, high-quality pre-class materials that are neither too lengthy nor too demanding, and classroom activities that genuinely leverage students' preparation rather than simply repeating pre-class content. Research also identifies potential equity concerns, as the flipped model's effectiveness may vary based on students' access to technology, home learning environments, and self-regulatory capacities, suggesting the need for differentiated support to ensure all learners can benefit equally from flipped instruction.

Gamification's Influence on Engagement and Learning Outcomes

The implementation of gamification strategies in EFL classrooms demonstrates substantial potential for enhancing student engagement, motivation, and learning enjoyment, though effects on measurable proficiency gains show greater variability across studies and contexts. Systematic reviews synthesizing gamification research in EFL instruction reveal that gamified learning environments successfully increase students' interest, participation frequency, and time on task, with game elements such as points, badges, leaderboards, and narrative structures creating more compelling learning experiences than traditional instructional approaches [5]. The motivational mechanisms underlying gamification's effectiveness include satisfaction of psychological needs for competence through clear goals and immediate feedback, autonomy through choices in learning paths and challenge levels, and relatedness through social comparison and collaborative game elements. Studies examining specific gamification implementations report enhanced foreign language learning enjoyment, reduced anxiety, and increased willingness to engage in communicative activities, suggesting that well-designed gamification addresses affective barriers that often inhibit EFL learners' participation and risk-taking [7].

However, research also reveals important limitations and cautionary findings regarding gamification in language education that temper initial enthusiasm. Not all gamification implementations produce significant improvements in language skills, with some studies reporting no differences or even negative effects on academic achievement between gamified and non-gamified instruction. The effectiveness of gamification appears highly dependent on design quality, appropriate selection of game elements aligned with learning objectives, consideration of individual

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learner differences in competitiveness and intrinsic motivation, and avoidance of excessive focus on extrinsic rewards that may undermine intrinsic interest in language learning. Research identifies several potential pitfalls including technical problems with gamified platforms, anxiety induced by competitive elements for some learners, the risk that novelty effects wear off over time, and the possibility that attention to game mechanics diverts cognitive resources from language learning itself [5,p.15]. These findings underscore that gamification is not a universal solution but rather a sophisticated pedagogical tool requiring thoughtful implementation, ongoing adjustment based on learner response, and integration with sound instructional principles rather than reliance on superficial game elements divorced from meaningful learning activities.

The incorporation of AI technologies in EFL instruction offers transformative possibilities for personalization, immediate feedback, and adaptive learning experiences, though realizing this potential requires careful attention to pedagogical principles, teacher preparation, and maintaining appropriate balance between technological and human elements. Research on AI-powered language learning platforms demonstrates that adaptive algorithms can effectively diagnose learners' proficiency levels, identify specific areas needing improvement, and provide customized practice activities matched to individual needs, creating opportunities for differentiated instruction at scale that would be impractical through traditional means [2]. Studies examining AI-enabled conversational agents and interactive tools reveal that these technologies can provide valuable opportunities for language practice in low-stakes environments where learners feel less anxious about making mistakes, potentially increasing willingness to experiment with the target language and develop fluency through extensive practice. The ability of generative AI to create authentic, contextualized learning materials on demand addresses longstanding challenges in providing sufficient meaningful input and engaging content appropriate for diverse learner interests and proficiency levels.

Critical considerations regarding AI integration in EFL education include the evolving role of human teachers, development of necessary technological literacies, and maintenance of essential interpersonal dimensions of language learning. Educators' conceptualizations of AI-assisted EFL teaching emphasize that technology should augment rather than replace human instruction, with AI handling routine tasks such as error correction and progress tracking while teachers focus on higher-order activities including facilitating authentic communication, providing cultural insights, and offering emotional support that machines cannot replicate [8]. Successful AI integration requires that educators develop sophisticated understanding of AI capabilities and limitations, learn to critically evaluate AI-generated content and feedback, and make informed pedagogical decisions about when and how to deploy technological tools most effectively. Research also highlights equity concerns, as access to advanced AI tools may be unevenly distributed across educational contexts, potentially exacerbating existing disparities between well-resourced and under-resourced learning environments [2,p.5]. These considerations suggest that maximizing AI's benefits while mitigating potential drawbacks requires thoughtful institutional planning, comprehensive teacher professional development, and ongoing evaluation of how AI integration affects learning outcomes and the fundamental nature of language education.

CONCLUSION

This comprehensive examination of innovative approaches to EFL teaching reveals a fundamental transformation underway in language education, driven by converging influences of technological advancement, evolving pedagogical theory, and deeper understanding of second language acquisition processes. The evidence synthesized across multiple innovative methodologies demonstrates that contemporary approaches including Task-Based Language Teaching, Flipped Classroom models, gamification strategies, and artificial intelligence integration offer substantial advantages over traditional teacher-centered instruction, particularly in developing communicative competence, enhancing learner autonomy, and fostering positive affect toward language learning. These innovative approaches share common principles of learner-centeredness, meaningful communication, authentic task engagement, and strategic use of technology to extend learning beyond traditional classroom constraints, representing a coherent paradigm shift away from form-focused, transmission-oriented pedagogies toward more dynamic, interactive, and personalized instructional models.

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