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INNOVATIVE METHODOLOGIES TO ENHANCE ENGLISH LANGUAGE LEARNING IN EDUCATIONAL CONTEMPORARY ENVIRONMENTS

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Abstract. This study aims to compare innovative methodologies used to enhance English language learning in contemporary educational environments. The research followed a qualitative approach with a non-experimental and descriptive design. The population and sample were selected based on convenience and relevance to the purpose of the study. As a data collection instrument, a documentary analysis matrix was used to organize and analyze the information obtained from the selected studies.

The results show that flipped classroom and gamification are the most frequently mentioned methodologies due to the positive impact they have on active student learning. However, all the methodologies analyzed in this study demonstrate benefits for language learning, particularly in terms of motivation and participation. In relation to linguistic skills, hybrid learning shows particularly positive outcomes according to the analyzed documents. Finally, the findings suggest that innovative methodologies enhance important aspects of the language learning process. These methodologies can also be integrated with each other and combined with traditional teaching methods to support the development of English skills and language acquisition.

Keywords. Innovative Methodologies, English Language Learning, Flipped Classroom, Gamification, Blended Learning, AI-Assisted Tutoring.

METODOLOGÍAS INNOVADORAS PARA EL APRENDIZAJE DEL INGLÉS EN ENTORNOS EDUCATIVOS CONTEMPORÁNEOS

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Resumen. El presente estudio tiene como objetivo comparar metodologías innovadoras utilizadas para mejorar el aprendizaje del idioma inglés en entornos educativos contemporáneos. La investigación se desarrolló bajo un enfoque cualitativo con un diseño no experimental y descriptivo. La población y la muestra fueron seleccionadas por conveniencia y relevancia para el propósito del estudio. Como instrumento de recolección de datos se utilizó una matriz de análisis documental para organizar y analizar la información obtenida de los estudios seleccionados. Los resultados muestran que el aula invertida y la gamificación son las metodologías más mencionadas debido al impacto positivo que tienen en el aprendizaje activo del estudiante. Sin embargo, todas las metodologías analizadas en este estudio presentan beneficios para el aprendizaje del idioma, especialmente en términos de motivación y participación. En cuanto al desarrollo de habilidades lingüísticas, el aprendizaje híbrido muestra resultados particularmente positivos según los documentos analizados. Finalmente, los hallazgos sugieren que las metodologías innovadoras fortalecen aspectos importantes del proceso de aprendizaje de lenguas. Asimismo, estas metodologías pueden integrarse entre sí y combinarse con métodos tradicionales de enseñanza para favorecer el desarrollo de habilidades en inglés y la adquisición del idioma.

Palabras clave. Metodologías Innovadoras, Aprendizaje del inglés, Aula Invertida, Gamificación, Aprendizaje Híbrido, Tutoría asistida por Inteligencia Artificial.

1. INTRODUCTION

Currently, technology has changed the way people live, and digital transformation impacts a great variety of fields, one of which is education (Dąbrowska et al., 2022). As a result, there has been a shift in the way people learn and acquire knowledge about almost any subject. When it comes to language learning, technological advances are enormous. In the past, traditional methodologies focused on the mastery of grammatical rules predominated as the primary method of learning English (Hashim, 2025). However, due to rapid changes and updates in the learning environment, new methodologies have emerged to enhance accuracy and efficiency when implemented in educational settings (Feijoó et al., 2024).

As a matter of consideration, it is important to note that a new methodology or application does not necessarily guarantee an improvement in language learning. A vast number of methodologies, strategies, online platforms, and applications exist with the sole purpose of teaching a second language. This article takes into consideration four of the most popular and innovative methodologies.

One of these methodologies is the flipped classroom, which consists of students watching instructional videos at home in order to apply that knowledge in the next face-to-face session (Pozuelo, 2020). A second

methodology used in this study is hybrid learning, which consists of the combination of onsite and online learning (Nuankaew et al., 2023). Hybrid learning allows teachers to create a balanced learning environment by combining traditional classes with modern online practice (Daskan & Yildiz, 2020).

Gamification is also a well-known innovative methodology, as it seeks to maintain learners' motivation through games and playful online activities (Peña & Corga, 2025). Gamification is used across various educational levels and with different populations due to the flexibility of the activities that teachers design and students engage with (Zeybek & Saygi, 2024).

Finally, another methodology relevant to this article is AI-assisted tutoring, which involves a wide variety of artificial intelligence technologies, each with different purposes (Zai & Zhou, 2026). AI-assisted learning acts as a companion in the learning process by providing personalized assistance to learners (Pham et al., 2023).

All these methodologies bring new perspectives to the implementation of materials, resources, and strategies during the learning process. Therefore, this article aims to compare four innovative teaching methodologies that enhance English language learning in contemporary educational environments.

2. MATERIALS AND METHODS

Research Approach

The present article adopts a qualitative approach, since its objective is to compare and analyze documentation related to different methodologies that enhance English learning in contemporary educational environments. The qualitative approach allows for in-depth insights into the phenomenon under study (Lim, 2025). The study is descriptive, as it aims to identify and describe the main characteristics and results of the analyzed documents within the educational context. Additionally, this article applies an analytical approach, which allows for the identification of similarities and differences among the documents and the information related to the innovative methodologies. This analytical perspective made it possible to compare the findings reported in the selected studies.

Research Desing

The research design is non-experimental, cross-sectional, and descriptive, since there were no interventions or manipulation of variables. It is considered cross-sectional because the selection and analysis of documents were conducted at a single point in time.

Population and Sample

The population consisted of academic articles

published in scientific journals. Regarding the sample, ten articles were selected according to their relevance, availability, and coherence with the objectives of the present study; therefore, convenience sampling was used.

Data Collection Instrument

For data collection, the instrument employed was a document analysis matrix, which allowed the systematization of the information obtained from the selected documents (Aranda, 2024). The matrix included the following categories:

1. author
2. country
3. methodology
4. type of study
5. population
6. results
7. conclusions
8. contribution to the study.

Data Analysis

Once the information from the documents was organized in the document analysis matrix, tables were used to facilitate a clear comparison of the innovative methodologies. The aim of the analysis was to compare and identify similarities, differences, and main findings related to the implementation of the innovative methodologies in English learning.

3. RESULTS

From the document analysis matrix, a total of 10 academic articles were examined, all of them related to innovative methodologies for English language learning in contemporary educational environments. The analysis allowed the identification of the main characteristics and reported results from different educational contexts of the four selected methodologies: gamification, flipped classroom, hybrid learning, and AI-assisted learning.

Table 1 presents an overview of the main characteristics collected from the instruments, including author, year, methodology, study type and sample.

Table 1. *Overview of the Analyzed Studies*

Author / Year (Country)	Methodology	Study Type	Sample
Pérez et al. (2025, Mexico / Ecuador)	Flipped classroom	Theoretical review	Previous studies
Peña & Corga (2025, Spain / Portugal)	Gamification / AI	Systematic review	Academic literature
Pérez (2023, Ecuador)	Flipped classroom	Bibliographic study	106 participants
Zambrano et al. (2018, Spain)	Blended learning	Bibliographic research	13 teachers, 46 students
Galvis et al. (2024, Spain)	Flipped classroom	Case study	University students

Nuankaew et al. (2023, Thailand)	Hybrid learning	Systematic review	Previous studies
Zai & Zhou (2026, China)	AI-assisted tutoring	Meta-analysis	Academic databases
Kovalenko & Skvortsova (2022, Russia)	Gamification	Quantitative study	48 teachers
Ojeda-Lara & Zaldívar-Acosta (2023, Mexico)	Gamification	Descriptive study	University students
Kim (2025, South Korea)	AI-assisted tutoring	Quasiexperimental	884 students

Source: Author's own elaboration (2026)

As shown in Table 1, the educational contexts in which the methodologies were implemented demonstrate considerable diversity. Likewise, the countries where the studies were conducted vary widely, including nations from Asia, Latin America, and Europe. Despite this contextual and population diversity, positive outcomes such as increased motivation, autonomy, participation, and linguistic competence remain consistent across the studies.

The previous table also illustrates the diversity of contexts in which these approaches have been developed. The sample or population of the collected articles varies, as some studies were conducted in university environments, while others were carried out in primary

and secondary school settings. Other studies included teachers as participants or consisted of academic literature reviews. This demonstrates the applicability of these innovative approaches in different educational contexts.

On the other hand, Table 2 shows the methodologies and their corresponding studies. Regarding the methodologies, gamification and the flipped classroom are mainly associated with active learning. Although AI-assisted learning and hybrid learning also involve active student participation, these two approaches are more technology-oriented due to the strategies teachers implement for students to utilize them. A common characteristic among these four innovative methodologies is their emphasis on student-centered learning. In all of them, the student plays a central role, as participation and autonomy are shared factors.

Table 2 also shows that these innovative methodologies are not mutually exclusive. As mentioned previously, these approaches share characteristics such as active learning and technological implementation. They also present similar outcomes. Therefore, teachers can combine these approaches accordingly to enhance favorable results, since the flexibility of each methodology supports their integration.

Table 2. Innovative Methodologies

Methodology	Authors	Main Results
Flipped Classroom	Pérez et al. (2025); Pérez (2023); Galvis et al. (2024)	Increased participation, autonomy, and active learning
Gamification	Peña & Corga (2025); Kovalenko & Skvortsova (2022); Ojeda-Lara & Zaldivar-Acosta (2023)	Greater motivation and participation in the learning process
Blended / Hybrid Learning	Zambrano et al. (2018); Nuankaew et al. (2023)	Improves educational flexibility and the development of linguistic skills
AI-Assisted Tutoring	Zai & Zhou (2026); Kim (2025)	Improves motivation, autonomy, and English learning outcomes

Source: Author's own elaboration (2026)

On the other hand, Table 3 summarizes the main educational impacts these methodologies presented, particularly related to motivation, participation, autonomy and linguistics skills.

Table 3. *Relationship Between Innovative Methodologies and Learning Outcomes*

Methodology	Motivation	Participation	Autonomy	Linguistic Skills
Flipped Classroom	X	X	X	X
Gamification	X	X	—	X
Blended Learning	X	X	X	X
AI-Assisted Tutoring	X	X	X	X

Source: Author's own elaboration (2026)

Table 3 illustrates how the results of the analyzed studies agree that innovative methodologies bring several favorable effects to English language learning. For example, the studies reported that students' motivation was positively influenced by AI-assisted tutoring, gamification, and hybrid learning, and flipped classroom.

Another positively influenced aspect of the learning process shown in Table 3 was student participation. The results and conclusions of the consulted studies indicate that AI-assisted learning, gamification, and hybrid learning encourage students' participation. Additionally, the flipped classroom also appears to enhance participation; however, the results also show that this methodology promotes autonomy and the development of individual learning traits during the learning process.

In the case of English language skills, the methodologies most directly related to this aspect were gamification and hybrid learning. Both methodologies demonstrated improvements in grammar comprehension and in the development of speaking and writing skills. Another methodology related to linguistic skills is AI-assisted learning. The studies suggest that AI-assisted learning supports the development of English skills while also increasing students' willingness to communicate and actively participate in the learning process. Nonetheless, the analyzed documents also indicate that the positive results of AI-assisted tutoring may vary depending on the students' context.

Table 4 illustrates the frequency of the innovative methodologies in the selected studies. These findings show that flipped classroom and gamification are the most mentioned methodologies, each of them appears three times in the selected studies suggesting both approaches are widely explored due to their characteristics to promote active learning. On the other hand, hybrid learning and AI-assisted learning show less times in the literature, suggesting these methodologies are not as explored. AI-assisted tutoring represents, for example, a growing approach. Artificial intelligence is in constant actualization and its potential applications in the educational field are emerging.

Table 4. *Frequency of Innovative Methodologies in the Analyzed Studies*

Methodology	Number of Studies	Percentage
Flipped classroom	3	30%
Gamification	3	30%
Blended / Hybrid learning	2	20%
AI-assisted tutoring	2	20%

Source: Author's own elaboration (2026)

Overall, Table 1 provides general characteristics of the collected studies while Table 2 shows the innovative methodologies and their contributions to language learning. Findings presented on Table 3 highlight the positive results of these methodologies. Table 4 complements the information by showing the frequency of the innovative methodologies.

Finally, the innovative methodologies that most strongly enhance participation, motivation, and engagement are those related to technology and digital media. The document analysis matrix allowed the identification that all of the analyzed innovative methodologies positively influence and contribute to the improvement of the learning process. These methodologies promote an active role for students, enhance autonomy, and support the development of linguistic skills.

4. DISCUSSION

The main objective of this article was to compare four innovative methodologies used to enhance English learning in contemporary educational environments. The results of the document analysis matrix showed that the four methodologies selected for this study are frequently used in different educational contexts. Additionally, innovative methodologies produce positive results despite contextual differences, which makes them valuable for language learning.

The results show that these four innovative methodologies encourage active learning and student participation. In English language learning, participation and motivation play a crucial role in successful language acquisition. However, digitally related methodologies such as gamification and AI-assisted learning tend to encourage learners' willingness to learn more than other methodologies, not only because of the dynamic interaction with the language or the playful nature of games, but also because of learners' daily interaction with digital environments. This finding agrees with previous studies that suggest that AI-assisted learning tools increase learners' motivation in second language learning processes (Qu & Wu, 2024).

The previously mentioned digital methodologies significantly influence motivation, participation, and autonomy.

However, the flipped classroom appears to be the methodology that most strongly enhances autonomy and independent learning. The findings show that this approach encourages students to use their individual skills effectively and promotes the development of different learning styles. This autonomy is also essential for English learning because second language acquisition requires more than in-class work; the time spent outside the regular classroom greatly impacts the development of grammar, reading, writing, and speaking skills. Autonomous learning is therefore a key factor in the learning process, and previous studies have shown that modern methodologies promote autonomy and creativity (Hashim, 2025). Consequently, contemporary educational environments require modern and innovative approaches.

Although the results show mainly positive observations regarding the implementation of innovative methodologies in English learning, a key factor contributing to these outcomes is teachers' knowledge of modern approaches and their willingness to implement them in the classroom (Kovalenko & Skvortsova, 2022). Gamification, for example, demonstrates strong potential for improving the learning process; however, a lack of teacher preparation may interfere with the effectiveness of this approach.

Finally, it is important to highlight that this article is based on a documentary analysis

of previous research. Therefore, the results depend on the available information reported in the analyzed studies. Moreover, future studies should investigate the implementation of these innovative methodologies in different educational environments in order to evaluate and analyze their impact on second language acquisition and on the English teaching-learning process among students from diverse contexts.

5. CONCLUSIONS

The present study aimed to compare different innovative methodologies used to enhance English learning in contemporary educational environments. Based on the document analysis, gamification was identified as one of the most widely implemented methods to foster engagement and participation. The flipped classroom promotes autonomous learning while also increasing student participation. Regarding hybrid learning, this approach contributes to the development of English language skills. AI-assisted learning increases motivation and students' willingness to participate in the learning process.

Contemporary and modern methodologies indeed contribute to improving language learning, provided that these innovative approaches are appropriately implemented in the English classroom. Technological tools play a significant role in student performance

and engagement. Modern educational environments seek innovation through artificial intelligence and digital technologies; however, a balance between traditional and innovative approaches fosters the effective development of language skills and supports a high-quality learning process.

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ANNEXES

Instrument: Document Analysis Matrix

Author/ Year	Country	Methodology	Type of the study	Population	Results	Conclusions	Contribution to the Study
Pérez et al. (2025)	Mexico Ecuador	Flipped classroom	Theoretical Review	Studies on the use of Flipped Classroom or Design Thinking	The Flipped Classroom fosters autonomy and improves students' ability to retain information, promoting more engaged and participatory learning	The Flipped Classroom creates a participatory environment in which students assume an active role.	Evidence suggests that this methodology can strengthen students' active participation.
Peña & Corga (2025)	Spain / Portugal	/ Gamification/ AI	Systematic Literature Review	Academic literature on gamification and artificial intelligence	Improvement in pronunciation, grammar, and listening comprehension	Gamification increases motivation and active participation	Evidence shows an increase in motivation and engagement
Pérez (2023)	Ecuador	Flipped classroom	Bibliographic– and field research	106 individuals	Students perceive the tool as innovative and report a greater enhancement of their individual traits.	The flipped classroom can contribute to the development of different learning styles.	Evidence shows the strengthening of learning styles, contributing to English language acquisition.
Zambrano et al. (2018)	Spain	Blended learning/Hybrid learning	Bibliographic research / scientific observation	13 teachers, 46 students	Increase in motivation and development of linguistic competencies such as speaking and writing	Provides a wide range of pedagogical resources adaptable to individual needs	Evidence shows greater development of English language skills
Galvis et al. (2024)	Spain	Flipped classroom	Case study	Two university groups from the Pedagogy and Social Education programs	Students become protagonists of their own learning	Increase in participation levels	Evidence shows greater student participation
Nuankaew et al. (2023)	Thailand	Blended learning/Hybrid learning	Systematic review of the literature	Studies about hybrid learning	Hybrid learning improve flexibility, learning access and participation	Virtual and face to face environments improve the learning process	Evidenced of hybrid learning as a positive innovative methodology
Zai & Zhou (2026)	China	AI-assisted tutoring	Meta-analysis approach	5 English databases	Results suggest that AI tools may create conditions that support agentic engagement in certain settings, but such support is neither automatic nor uniform.	Positive associations between AI-assisted learning and autonomy, engagement, motivation, self-efficacy, enjoyment, and willingness to communicate	Evidenced that AI-assisted learning can engage students in the learning process, however this engagement depends on the context
Kovalenko & Skvortsova (2022)	Russia	Gamification	Descriptive quantitative study	48 English teachers	Gamification increases motivation, however depending on the learners age it may reduce concentration in the classroom	The used gamification technologies depend on the level of competence of the teachers	Gamification in the classroom can be implemented according to the level of teacher preparation and training.
Ojeda-Lara, O. & Zaldivar-Acosta, M. (2023)	Mexico	Gamification	Descriptive study	University students	Greater student participation	Gamification improves the teaching–learning process	Evidence demonstrates the effectiveness of playful (game-based) methodologies
Kim (2025)	South Korea	AI-assisted tutoring	quasi-experimental design	884 fifth-grade students	Learning programs with AI influence positively in motivation, participation and English results	Impact of AI-assisted English learning is not uniform but varies across learner profiles and is shaped by affective, experiential, and socioeconomic factors	Evidenced how AI can positively influenced English learning