

Advancing English Teaching Methodologies: A Review of Task-Based, Content-Integrated, and Problem-Based Approaches for 21st Century Classrooms

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Introduction

For more than two decades, teaching content subjects in a foreign language, typically conducted by content specialists rather than language instructors, has been prevalent in European educational systems. Initially applied at the elementary and secondary school levels, this method has gradually extended to university programs (Fajardo Dack et al., 2020). According to Coleman (2006) and Molino et al (2022), the use of English as the language of instruction has notably grown in European higher education, encompassing both undergraduate and master's programs since 1991. Given the interconnected nature of teaching and learning, the term "Teaching and Learning Methods" is more accurate than "Teaching Methods" alone. As learning is the result of teaching, treating them as separate activities is not appropriate (Tom, 1997). The effectiveness of teaching is assessed by the extent and quality of student learning (Shahida, 2011). Notably, Al-Rawi's (2013) study found that many teachers still use traditional, teacher-centered methods that limit student interaction. It is crucial to understand that students have varied learning styles and progress at different rates. Since students possess a range of skill levels within any subject, teachers need to apply diverse teaching strategies to effectively engage all learners. Furthermore, advancements in communication, information, and educational technology have shaped the learning preferences of today's students, making the adoption of new teaching methods essential. More interestingly, Vireak and Bunrosy (2024) concur that for greater effectiveness, educators should incorporate technology, adopt communicative teaching methods, and foster a learner-centered environment. Additionally, Vireak et al. (2024) highlight the crucial role of effectively integrating technology in English language teaching. They underscore the importance of school administrators enforcing classroom and school policies to prevent the misuse of digital tools and to ensure that both teachers and students achieve better educational outcomes.

According to, Sharipovna (2023) notes that English teaching has experienced significant changes, particularly over the past decade. In the past, students mainly absorbed information from textbooks during lectures. Currently, there is a stronger

focus on developing communication skills, technical abilities, interpersonal skills, and ICT literacy through alternative teaching methods. This shift aligns with the rising need for graduates who are prepared to compete in today's challenging global job market. Despite changes in attitudes toward language over the last century, English curricula have largely remained unchanged, maintaining a rigid and extensive structure that creates challenges for both students and teachers. In today's fast-paced world, English has become a global language taught from kindergarten to university levels, even in non-English-speaking countries. Traditional teaching approaches, which emphasize rote memorization and grammar, often lead to a decrease in student motivation. Methods such as Task-Based Language Teaching (TBLT) offer innovative and engaging alternatives, gaining significant attention in the field of English education (Chen, 2023). Additionally, Alghamdi et al. (2019) point out that various teaching approaches have been applied throughout the history of English language teaching (ELT), especially in ESL and EFL contexts. Moreover, to inspire students to reach their academic objectives, teachers need more than just knowledge of teaching techniques (Alghamdi et al., 2019). As Archana and Rani (2017) highlight, teaching is only one of the multiple roles educators must play in the learning process. In the classroom, teachers are equipped with the skills, knowledge, and resources necessary to educate young learners.

A 21st-century classroom is designed to foster an educational environment that equips students with essential skills such as critical thinking, collaboration, creativity, and adaptability, ensuring they are prepared for a rapidly changing world. The 21st-century classroom is formed as a living lab to support the changing styles in education and rearrange traditional classrooms and other learning spaces, incorporating 21st-century skills into learning and teaching environments. Such living labs are an emerging model to support co-creative, human-centric, and user-driven research, along with development and innovation, to better cater to learners' needs (Göçen et al., 2020; Santally et al., 2014).

Moreover, by integrating technology and digital tools, students are empowered to take ownership of their learning, progressing at their own pace and engaging in activities

that foster creativity and communication. Teachers act as facilitators, guiding students through learning experiences tailored to individual strengths and needs. The Modern Classrooms Project exemplifies how modern education aims to equip students not only with academic knowledge but with the adaptability and skills essential for success in the 21st century. Ultimately, modern classrooms equip teachers with 21st-century skills through professional development and coaching, enabling them to incorporate self-paced, mastery-based learning principles and technology into their teaching, thus promoting students' capacity for self-directed learning. This initiative is designed to bolster students' independent learning abilities, grounded in three main practices: (1) Blended instruction, where traditional lectures are replaced with video content, freeing class time for teachers to engage directly with students; (2) A self-paced structure, allowing teachers to tailor lessons to individual student needs, keeping them challenged and engaged; (3) Mastery-based learning, which assesses students based on their comprehension rather than task completion, ensuring they only advance once fully prepared (Wolf et al., 2020). Notably, the Modern Classrooms Project embodies an innovative approach to teaching that prioritizes personalized learning and student autonomy. Initiated by Kareem Farah and Robert Barnett during the 2016-2017 school year in a high school math class (Deanon et al., 2021), it has since grown into an international fellowship that provides teachers with training and support via a free online course and a summer mentorship program. Educators may even apply for scholarships to deepen their understanding of project-based, personalized learning (Modern Classrooms Project, 2021). According to the Modern Classrooms Project website (2021), this model positions teachers as facilitators and coaches, roles highlighted by Wiggins and McTighe (2007) as highly effective instructional strategies. Teachers shift from intensive direct instruction to facilitating learning, making themselves less central and more supportive of student independence. In their coaching role, teachers spend class time giving individualized attention and timely feedback to nurture student autonomy (Wiggins & McTighe, 2007). Deanon et al. (2021) describe this model as a combination of self-paced learning and mastery-based grading, emphasizing core practices such as blended learning, flexible pacing, and

mastery assessment. Some teachers in the program also integrate flipped classroom techniques to enhance the learning experience further.

This paper seeks to explore the application of Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Problem-Based Learning (PBL) in the 21st century classroom, aiming to guide educators on how to implement these methods more effectively. By analyzing preliminary research, case studies, scholarly articles, review papers, academic publications, instructional materials, and empirical studies, this research provides insights into the definitions, objectives, implementation strategies, benefits, and challenges associated with these various approaches.

Task-Based Language Teaching (TBLT)

Definition of TBLT

Integrating Task-Based Language Teaching (TBLT) into English courses offers students a dynamic and practical approach to language learning that meets the demands of real-world professional environments. TBLT is particularly effective in English for Specific Purposes (ESP) courses, as it promotes meaningful communication and engages students through authentic tasks such as role-plays and problem-solving activities. According to Willis and Willis (2007), implementing TBLT in ESP contexts enhances learners' language abilities by engaging them in activities that simulate real-life situations relevant to their fields of study or work. This approach focuses on the needs and interests of learners, providing opportunities to apply language skills in practical settings.

Task-Based Language Teaching (TBLT) has emerged as a learner-centered approach that prioritizes the use of language in authentic, real-world situations. Nunan (2004) notes that TBLT effectively supports learners in developing specific language skills that align with their academic or professional goals, encouraging active learning and the practical use of the target language. Abdullaeva (2023) further emphasizes that TBLT focuses on meaningful communication through engaging tasks. Nunan (1989)

describes a communicative task as a classroom activity that requires students to interact with the target language, emphasizing meaning over form or structure. The primary goal of these tasks is to promote meaningful communication and interaction among learners.

Furthermore, a communicative task should have an inherent sense of completeness, functioning as a self-contained act of communication that is relevant in real-world situations. For example, a task might include role-playing a particular scenario in which learners participate in a conversation or negotiation. Pica (2004) categorizes tasks into five types according to their features and communicative objectives: jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinion-exchanging tasks.

The Purpose of TBLT

Task-Based Language Teaching (TBLT) is a modern approach utilized in contemporary classrooms to engage students in structured communicative activities. Its primary goal is to enable students to automate the language structures they have internalized. According to Loschky and Bley-Vroman (1993), TBLT emphasizes practical language use through tasks that replicate real-life scenarios, encouraging students to apply their knowledge in meaningful contexts. This method prioritizes communication and fluency over rote memorization, fostering greater confidence and proficiency in language use. In a modern classroom environment, TBLT serves multiple key functions, as noted by Skehan (1998). It introduces new language structures and vocabulary within meaningful tasks, facilitating natural and contextual learning. Furthermore, TBLT encourages students to apply their existing language skills in diverse and new situations, thereby reinforcing and expanding their abilities. By engaging learners in practical tasks, it alleviates cognitive load, promoting more fluent language use without the anxiety of achieving perfect grammar. Additionally, TBLT challenges students to interpret and complete tasks in complex and nuanced manners, fostering critical thinking, creativity, and deeper language proficiency. Overall, TBLT enhances both the acquisition of new language skills and the effective use of existing knowledge through engaging and communicative activities.

The Implementation of TBLT

Task-Based Language Teaching (TBLT) utilizes a structured methodology with targeted focuses and activities designed to enhance learner engagement and promote effective communication through authentic language use. According to Willis and Willis (2007), the task execution process comprises three main phases: pre-task, task cycle, and post-task, each with distinct objectives and activities. In the pre-task phase, students are introduced to the tasks and encouraged to actively participate, using authentic language materials. This phase acts as a warm-up, allowing students to familiarize themselves with relevant background information, grasp the basic content, and prepare for the upcoming communication tasks. Various interactive techniques, such as paired or group discussions, role-plays, and debates, are employed to facilitate task completion.

The task cycle phase consists of three key elements: task execution, planning, and reporting. During this phase, students engage in interactive methods to complete their assignments effectively. The post-task phase, often referred to as the Language Focus or Language Teaching stage, shifts towards analyzing and practicing the language used during the tasks. This phase emphasizes the transition from understanding the language's meaning to focusing on its form, thereby helping students reinforce their foundational language skills and ensure successful task execution. Bula and Murill (2019) highlight that TBLT is based on the principle that tasks are fundamental to language teaching and planning. Ellis (2003) supports this framework by outlining a similar three-phase structure: pre-task, during-task, and post-task. In the pre-task phase, the objectives of the task are established, and students engage in an initial task. The during-task phase involves setting deadlines and defining participant roles, while the post-task phase requires students to report their findings and possibly repeat the task.

Benefits and Challenges of TBLT

Benefits of TBLT in ESP Course

Task-Based Language Teaching (TBLT) has been shown to significantly enhance students' communication abilities, motivation, and critical thinking through engaging scenarios that promote active participation, collaboration, and problem-solving. According to Li Xiaoqi (2006), TBLT differs from traditional methods by focusing on enriching students' subjective experiences, communicative skills, and authenticity.

Firstly, TBLT fosters students' interest in learning by creating realistic communication scenarios that are appropriate for their age and characteristics. Familiar tasks, such as purchasing tickets, encourage easier participation and motivation for language learning (Malihah, 2010). Additionally, as students work on these tasks, they integrate their knowledge and skills, thereby improving their overall communication abilities, collaboration, and problem-solving skills.

In TBLT classrooms, students actively engage as task performers through pair work and group collaborations, empowering each individual to make meaningful contributions to the learning process. Furthermore, as noted by Yan Juan (2013), TBLT encourages students to think independently and participate actively in discussions under the guidance and inspiration of their educators, which helps develop their logical and critical thinking skills. This approach not only fosters enthusiasm for learning but also cultivates positive learning habits among students. In summary, TBLT stands out as a dynamic approach that not only enhances language skills but also promotes holistic development and engagement among learners.

Challenges of TBLT

While Task-Based Language Teaching (TBLT) presents significant advantages, it also encounters several challenges, including time limitations in task design, difficulties in implementing task-based assessments, unpredictability in vocabulary and grammar usage, and the complications of managing large class sizes. According to Willis (2007), one common issue with TBLT is the time constraints teachers face when

preparing and integrating tasks into their lessons. Relying on traditional exams instead of task-based assessments may lead students to depend on memorization rather than showcasing their practical language skills in real-world situations. Additionally, the unpredictable nature of vocabulary and grammar usage during tasks can introduce complexity and inconsistency, contrasting with more conventional learning approaches. Sholeh (2020) also points out that large class sizes can intensify these challenges, as they require more time for task completion and hinder teachers' ability to provide personalized attention and support for students' learning and development.

Content and Language Integrated Learning (CLIL)

Definition of CLIL

Content and Language Integrated Learning (CLIL) is an educational approach that simultaneously teaches language and subject content, thereby enhancing both language acquisition and subject understanding through meaningful, contextualized experiences. While there are various definitions of CLIL, Temirova and Westall (2015) characterize it as a method where language and subject matter are learned together. They explain that CLIL encompasses any educational activity that utilizes language as a tool for gaining knowledge in a specific subject area or theme. Similarly, Ball (2002) posits that CLIL serves dual purposes by achieving both language and content learning concurrently. According to Coyle et al. (2010), CLIL emphasizes using an additional language to learn both content and language itself. With the growing trend of multilingualism, CLIL has gained significant attention in both educational practice and research. Deyrich and Kari Stunneel also describe CLIL as an approach focused on the simultaneous teaching of language and content. In today's context, learning a language is essential for adapting to the demands of a new society, as proficiency in a language can enhance status and provide various opportunities. CLIL is viewed as an effective method for language learning through real, meaningful, and contextualized activities, which increases motivation since the language is applied for authentic purposes, making it more relevant and significant for students. This rationale has prompted many institutions to explore alternative teaching approaches

(Rodriguez Bonces, 2012a, 2012b; Deyrich and Kari Stunneel, 2014a). Additionally, McDougald (2016) notes that integrating a second or foreign language into education complicates the process, particularly when trying to achieve the same outcomes as traditional methods. CLIL addresses this complexity by blending content and language, providing educators with a context-driven, real-time solution for effective education in a second or foreign language.

Similarly, Content and Language Integrated Learning (CLIL) is a dual-focused approach that teaches curricular content using a foreign language. The term CLIL was introduced by David Marsh to describe any educational context where a secondary language, which is not typically the learners' first language, serves as the medium for teaching non-language content. CLIL is defined as a dual-educational environment in which curricular subjects are taught through a foreign language, primarily to students in mainstream education at the primary, secondary, or tertiary levels (Marsh, 2002; Wolf, 2009; Dalton-Puffer, 2011). This approach equips students to engage effectively with the 4C framework proposed by Coyle (1999). The 4Cs framework for CLIL starts with content, encompassing subject matter, themes, and interdisciplinary approaches. It highlights the interrelationships among content (subject matter), communication (language), cognition (thinking), and culture (awareness of oneself and others). This framework takes advantage of the synergies between content learning (cognition) and language acquisition (communication and culture). In Vygotskian terms (1978), language serves as a "tool" that aids in achieving broader educational objectives and the social construction of knowledge, which aligns perfectly with the 4Cs framework, as CLIL develops within a sociocultural learning context. From this perspective, language provides scaffolding—where meaning is collaboratively negotiated between individuals with varying levels of knowledge—within the zone of proximal development (ZPD). Furthermore, CLIL promotes the development of both lower-order and higher-order thinking skills (LOTS and HOTS), further reinforcing the interconnected elements of content, communication, cognition, and culture in the learning process.

The Purpose of CLIL

The CLIL approach, which was originally designed for teaching additional languages, has become a prevalent method for English language education worldwide. While it poses challenges—such as the need for collaboration between language and content teachers and the demands it places on students—CLIL has shown to be both effective and motivating, particularly in Europe, where it successfully merges language acquisition with subject knowledge. Initially, CLIL aimed to prepare individuals to learn an additional language, be it a foreign, heritage, or community language (Coyle et al., 2010). However, it has increasingly become associated with the teaching and learning of English. This evolution has occurred as CLIL has expanded beyond Europe to various countries globally, where English is the primary language taught in schools. As Tedick (2020) points out, "CLIL programs have become synonymous with teaching English in mainland Europe, South America, Asia, and beyond." Furthermore, the CLIL approach is utilized to investigate how learners can effectively gain subject knowledge in an additional language while also developing their second language (L2) skills, including grammar, vocabulary, and cognitive abilities (Pérez Cañado, 2020).

According to Pinner (2013), CLIL presents considerable challenges for both educators and students. Language and content teachers must work closely together and share their expertise, as it is rare for a single teacher to be proficient in both fields at the same time. For students, the dual focus of CLIL courses can make the workload seem particularly heavy. Nevertheless, CLIL has demonstrated significant effectiveness in achieving its dual aims in programs around the world, especially in Europe. While it may appear more challenging, it often proves to be more engaging and authentic for both students and teachers (Marsh, 2002).

The Implementation of CLIL

Cinganotto et al. (2019) highlight that the CLIL approach prioritizes actions, tasks, and student engagement, merging language acquisition with content instruction to improve foreign language skills and intercultural awareness. This method aligns with the broader educational shift noted by Papaja (2013), which reflects a move from

traditional teacher-centered approaches to those that emphasize learner involvement, underscoring the growing significance of student participation and personalized learning in modern education.

Furthermore, the CLIL methodology employs a range of teaching strategies that can significantly impact learning outcomes, as noted by Hattie (2009). Among Hattie's top ten strategies are Direct Instruction, Note Taking and Study Skills, Spaced Practice, Feedback, Teaching Metacognitive Skills, Problem-Solving Skills, Reciprocal Teaching, Mastery Learning, Concept Mapping, and Worked Examples. These strategies effectively enhance student learning and support innovative teaching practices, making them valuable elements to incorporate within a CLIL framework (Cinganotto, 2019).

To deliver CLIL instruction effectively, educators must understand their roles in the process. Marsh et al. (2001) identify the essential competencies that a CLIL teacher should possess across various areas. These include proficient language and communication skills, along with a strong command of the target language and its application in teaching. Teachers should have a theoretical background in language learning and acquisition, enabling them to identify linguistic difficulties and apply communication strategies that facilitate comprehension. They must design activities that blend language learning with subject content, collaborate effectively with students from diverse linguistic and cultural backgrounds, and adapt teaching materials to meet specific needs. Additionally, CLIL educators need to create and implement suitable assessment and evaluation tools to track student progress.

Benefits and Challenges of CLIL

Benefits of CLIL

Based on a study by Gućec (2019) notes that the introduction of CLIL has brought substantial benefits, positively impacting students, teachers, and educational institutions. Students in CLIL programs show high levels of motivation due to the integration of language learning with meaningful subject content, which enhances their overall educational experience. This approach enables students to gain a sense of

achievement and expand their understanding across various subjects, building on their existing knowledge base. Through CLIL, learners engage with authentic content using visual and audio resources, focusing on meaning over grammar, and develop intercultural awareness by exploring diverse topics. Teachers and schools also gain advantages, as CLIL encourages collaboration between language and subject educators and introduces new material, potentially transforming language education practices.

Challenges of CLIL

McDougald (2016) notes that implementing educational programs is complex, regardless of the setting. Beyond typical challenges like scheduling, staffing, budget issues, and resource availability, there are additional often-overlooked concerns. These editorial outlines four significant yet seldom-discussed issues: (1) resistance from subject teachers toward language teaching, (2) experimental CLIL program challenges, (3) the second language acquisition skills needed by subject teachers, and (4) the scarcity of training programs for CLIL educators. For instance, Woźniak (2013) points out that both native and non-native teachers require more training in collaboration to better facilitate content and language integration. Similarly, McDougald (2009) highlights the need for content experts to have more opportunities for learning and teaching language skills to support students' language development effectively. Ruiz Garrido and Gómez (2009) stress that teacher training and collaboration must align with a comprehensive institutional strategy that includes clear objectives and recognition of contributors' roles. Cenoz (2013) and Cenoz et al. (2013) also emphasize the importance of institutional goals for program success.

Arribas (2016) conducted a study on experimental CLIL programs, showing their significant impact on student outcomes, which underscores the importance of context in CLIL implementation. The study assessed students' attitudes, motivation, and receptive vocabulary in regular English and CLIL classes, revealing higher scores in receptive vocabulary for the CLIL group, likely due to increased motivation. However, despite positive results, CLIL was seen as providing limited help, attributed by Arribas to inconsistent implementation. This indicates that the success of CLIL programs

depends on how effectively they are executed in different contexts, a factor evident in Latin America, where the adoption of CLIL varies, as reflected in Colombia's 175 registered bilingual schools (McDougald, 2015; Rodríguez, 2011).

To ensure successful CLIL implementation, teacher empowerment and strong collaboration between content and language educators are vital. Arnó-Macià and Mancho-Barés (2015) stress training content teachers to improve students' English proficiency, emphasizing the need for communication skills development. Biçaku (2011) also highlights that close collaboration between content and language teachers can enhance the effectiveness of CLIL by enabling them to jointly create and deliver appropriate learning tasks, leading to better educational outcomes.

Problem-Based Learning (PBL)

Definition of PBL

Problem-based learning (PBL) is a student-centered instructional method where learners acquire knowledge by addressing an open-ended problem presented at the outset. This approach enhances knowledge retention, group collaboration, and communication skills. PBL involves students tackling real-life problems and working collaboratively to find solutions, fostering critical thinking, problem-solving abilities, and the application of theoretical knowledge to practical situations (Marcinauskas et al., 2024; Sahin, 2010; Argaw et al., 2016; Ismoyo, 2017).

Transitioning from a traditional teaching model to a learning-focused paradigm, as noted by Barr and Tagg (1995), emphasizes student learning over teacher instruction. Ali (2019) describes PBL as a method where students develop analytical and critical thinking skills by solving practical or complex problems in groups, improving problem-solving, analytical, and communication skills. PBL encourages collaborative work, resource evaluation, and continuous learning, equipping students with lifelong learning capabilities. In PBL, students use "triggers" from the initial problem to set learning goals, conduct self-directed study, and return to their group to share and refine their findings. This approach deepens understanding through relevant problem-solving and helps students develop teamwork, critical literature evaluation, leadership in group

discussions, self-directed learning, and resource utilization. It also enhances listening, cooperation, presentation skills, and fosters respect for peers' opinions while supporting collaborative information organization (Wood, 2003).

Key PBL features include (a) initiating learning with a problem to engage prior knowledge and interest; (b) focusing on active, student-centered learning; (c) promoting small group collaboration (5-12 students); (d) providing teacher facilitation; and (e) encouraging self-directed learning with ample time for independent study (Barrows, 1996; Hmelo-Silver, 2004; Schmidt et al., 2009). Problems can take various forms, such as case studies or visual cues, designed to challenge students appropriately and, with teacher support, enhance their motivation and values (Belland et al., 2013). For example, Schmidt et al. (2007) used a clinical psychology problem about "phobias," involving a scenario where an account manager, Anita, encounters spiders in her bathtub, triggering fear and physiological responses.

The PBL process typically involves (a) problem identification and recognition of knowledge gaps, (b) information gathering and independent study, and (c) debriefing or presenting findings (Barrows, 1985; Schmidt, 1983). Initially, students draw on existing knowledge and reasoning to explore the problem, identify knowledge gaps, and formulate study questions, which enhances their motivation for further learning (Rotgans & Schmidt, 2011, 2014).

The Purpose of PBL

Problem-Based Learning (PBL) often faces criticism for prioritizing the enhancement of critical thinking and problem-solving skills over foundational knowledge acquisition. Despite this, PBL has gained significant relevance in contemporary education, especially as there is a growing focus on fostering flexible thinking and promoting lifelong learning. As educational reforms increasingly shift towards active, student-centered methodologies, PBL stands out for involving students in tackling real-world challenges and developing skills that can be transferred to various contexts. Educators appreciate PBL for its ability to motivate learners and facilitate the practical application of theoretical knowledge, making it an effective approach for building both

cognitive and practical skills. For example, Hung et al. (2008) noted that PBL is often criticized for emphasizing higher-order thinking and problem-solving over fundamental knowledge. Nevertheless, the approach aligns well with current educational priorities that highlight active learning, adaptability, and student engagement (Bransford et al., 2000; Greeno et al., 1996).

The Implementation of PBL

Problem-Based Learning (PBL) is a student-focused teaching approach that encourages critical thinking, problem-solving, and independent learning. While instructors provide guidance and resources, the primary responsibility lies with students, who actively work through real-world problems. For effective PBL implementation, educators need to design problems that resonate with students' prior knowledge and experiences, promoting collaboration and a deeper understanding of the material. The process typically involves identifying the problem, conducting research, and presenting solutions, allowing students to take ownership of their learning. Techniques such as case studies, role-plays, and simulations help maintain focus on real-world problem-solving and skill development throughout the PBL process.

Research indicates that PBL is effective in cultivating students' critical thinking and analytical abilities. As noted by Cooke & Moyle (2002) and Delisle (1997), PBL stimulates students to approach complex problems critically and analytically. Instructors provide hints and strategies to help students find relevant research materials, validate their understanding, and develop self-directed learning habits. This method enhances critical thinking, problem-solving, and independent learning. To implement PBL effectively, educators should select suitable content, identify resources, create clear problem statements, develop engaging activities, pose focus questions, and establish evaluation methods.

Successful PBL requires thorough preparation and well-crafted problems to ensure student engagement and motivation. Teachers should design problems that stimulate interest and encourage deeper exploration of the subject. These problems should

include guiding clues that help students make informed decisions during problem-solving. Moreover, the content should be relevant to students' lives and prior knowledge to ensure relatability. For group work, the problem should be complex enough to promote collaboration and introduced in stages so that students can identify key learning issues, conduct research, and understand the necessary concepts for resolution (Duch et al., 2001).

Creating an environment that promotes collaboration, and active participation is crucial for maximizing the benefits of PBL. Students should work in groups with allocated time for their PBL projects. Rather than simply delivering content, teachers should first introduce the problems. PBL tasks should be concise and connected to real-life situations and existing knowledge. Delisle (1997) points out that greater student involvement leads to higher investment and effort in solving problems, making topic selection and problem design critical for effective PBL.

PBL involves a structured approach where students solve real-world problems, developing critical thinking and problem-solving skills. According to Nilson (2010), students follow a series of steps during PBL. They start by identifying and defining the problem, assessing their prior knowledge, and brainstorming causes and contributing factors. They then identify information gaps and conduct research to gather relevant data. Solutions are applied, findings documented, and solutions presented and justified, followed by reflection on performance and process.

Various methods can engage students in solving real-world problems in PBL. Both teachers and students can introduce problems in different contexts using diverse approaches. Common types of problems include case studies, simulations, role-plays, task-based or project-based problems, and "ill-structured" problems with multiple solutions (Tick, 2007). Case studies involve analyzing detailed real-world scenarios, role-plays allow enactment of problem-related situations, and simulations often combine various learning techniques to replicate real-life experiences. Despite differing methods, all focus on addressing real-world challenges.

Benefits and Challenges of PBL

Benefits of PBL

A major advantage of Problem-Based Learning (PBL) is its ability to develop various skills through collaborative problem-solving. PBL promotes teamwork and cooperation as students work in groups to solve case studies or tackle problems, strengthening their ability to function effectively in teams. It also nurtures leadership, as students take turns guiding discussions and making decisions. PBL enhances communication and social skills through group interactions and presentations. Students build self-awareness by reflecting on their strengths and weaknesses and engage in critical thinking through independent research and reflection. Furthermore, PBL encourages self-directed learning, fostering independence in the learning process, and boosts information literacy by teaching students how to effectively locate and utilize information.

PBL is shown to support teamwork and collaboration by having students work collectively on case studies or problems, enhancing their ability to work in small groups and develop leadership skills as they rotate leading discussions and deciding on solutions (Ahamad et al., 2017; Azer, 2001). Group discussions and presentations improve students' communication and social skills, allowing them to learn from peer feedback (Azman & Shin, 2012; Ahamad et al., 2017). Additionally, PBL promotes self-awareness and critical thinking as students evaluate their strengths and weaknesses and engage in independent research to expand their knowledge (Fenwick, 2010; Yuan et al., 2008). By tackling real-world challenges, students become more self-directed and enhance their information literacy, equipping them with skills for lifelong learning and practical application (Malan & Ndlovu, 2014; Akcay, 2009; Carder et al., 2001).

Challenges of PBL

Understanding the intricacies of implementing Problem-Based Learning (PBL) involves recognizing its distinct approach and inherent challenges. PBL is not just a teaching method but a unique way of structuring lessons, focusing on presenting problems for students to solve rather than delivering direct instruction (Boud & Feletti, 1997; Boud & Feletti, 2013). This approach guides students through the process of problem-solving, enabling them to develop knowledge and skills with the support of instructors. Educators face challenges such as providing materials to prompt discussions, guiding students' critical thinking, and offering resources for solving problems. Teachers must have a thorough understanding of the problems they present and help students collaborate to gather and analyze information. Additionally, they need to support students in identifying learning needs and effectively using reliable resources, while also encouraging English speaking to enhance language proficiency and communication skills. For example, learning English can be difficult due to students' lack of motivation, encouragement, and effective learning strategies (Sam, 2024). Finally, teachers must evaluate how well students apply their new knowledge to the initial problem and assess their overall learning process.

Results

Task-Based Language Teaching (TBLT) is integrated into modern education through self-paced, mastery-focused strategies and technology, aligning with 21st-century learning practices. Modern classrooms equip teachers to promote self-directed learning by incorporating blended instruction, where traditional lectures are replaced by video content. This shift allows teachers to dedicate more time to direct student interaction, fostering personalized learning. Within this framework, TBLT is crucial as it engages students in meaningful, real-world tasks that encourage active learning and practical language application. The self-paced format of modern classrooms supports the effective use of TBLT, enabling students to work through tasks at their own speed and focus on mastering language skills.

As expected, it is aligned with the recent study by Junior & Castro, technology-mediated TBLT enhances digital intercultural communication by involving students in tasks that combine language practice with cultural exchanges, leading to increased interest, enjoyment, and active participation—key factors for the success of this method. This setting also promotes cultural learning while developing language skills, thereby boosting motivation and engagement. These findings align with Lopes Jr. (2021), who describes the technology-mediated task cycle as a Complex Adaptive System (CAS), where teachers manage the inherent unpredictability and self-organization of the task cycle. This approach allows complexity to unfold naturally and encourages students to independently assess their performance and meaning-making processes.

The mastery-based learning framework complements TBLT by evaluating students on their comprehension and task completion, rather than just completing assignments. This approach fosters deeper language learning and critical thinking, as students must use their language skills in practical contexts. TBLT's emphasis on real communication and teamwork aligns well with the 21st century classroom, which supports student independence and personalized learning. In this model, teachers function as facilitators and mentors, guiding students through task-based activities, providing tailored feedback, and cultivating an environment that promotes autonomy and mastery in language and critical thinking.

Conversely, modern classrooms are increasingly adopting Content and Language Integrated Learning (CLIL) to build 21st-century skills by blending instruction, self-paced learning, and mastery-based methods. CLIL combines language learning with subject content, promoting self-directed learning and reinforcing both linguistic and subject-area knowledge. This method incorporates three main practices: blended learning, where teachers replace traditional lectures with video-based instruction to focus more on student interaction; self-paced learning, allowing customized instruction; and mastery-based learning, ensuring students understand material thoroughly before moving forward. This student-centered approach, similar to the Modern Classrooms Project, empowers learners to take charge of their education and

develop skills in critical thinking, communication, and intercultural awareness. CLIL not only boosts student motivation by using language in meaningful contexts but also supports cognitive development by integrating content, communication, culture, and cognition.

Despite the need for collaboration between language and subject teachers, CLIL remains an effective strategy for merging language and content teaching in an autonomous, 21st century classroom. According to the Alice Methodologyland Blog (2022), CLIL aids in developing 21st-century skills through theme-based instruction, combining language learning with other disciplines to foster interdisciplinary connections. This encourages critical thinking, communication, and intercultural competence. The use of digital tools plays a crucial role, promoting self-paced learning and mastery while enhancing student engagement and understanding through hands-on activities.

Problem-Based Learning (PBL) is utilized in the 21st century classrooms to prepare students with essential 21st-century skills by promoting self-directed learning, collaboration, and critical thinking. PBL is in line with modern educational methods like blended learning, where traditional lectures are substituted with videos, freeing up class time for active problem-solving and teamwork. In PBL settings, teachers act as facilitators, guiding students as they identify and solve real-world problems, fostering a deeper understanding of the material. The self-paced nature of PBL allows educators to customize problem-based activities according to students' individual needs, ensuring continuous engagement and challenge. Mastery-based learning is integral to PBL, as students are evaluated based on their comprehension of problem-solving processes rather than just task completion, ensuring skill development before moving forward.

The Modern Classrooms Project incorporates many PBL principles, focusing on student autonomy and personalized learning. Teachers minimize direct instruction, allowing students to lead the problem-solving process while providing tailored support and immediate feedback. This empowers students to take control of their learning, engage with real-world challenges, and work collaboratively. Integrating PBL into

modern education encourages critical thinking, creativity, and problem-solving skills, fostering an environment conducive to self-directed learning and mastery. Research by Sebatana & Dudu (2022) highlights that PBL promotes creativity, collaboration, and innovation, essential for tackling real-world challenges. The Modern Classrooms Project showcases PBL concepts by prioritizing personalized learning and student-driven progress, supported by teacher guidance. This approach nurtures essential skills like teamwork, creative problem-solving, and critical thinking, crucial for success in diverse fields.

Conclusion and Recommendation

In conclusion, incorporating Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Problem-Based Learning (PBL) into contemporary classrooms provides an effective strategy for developing key 21st-century skills. TBLT engages students in practical, real-world tasks that foster independence, mastery-based learning, and critical thinking, supported by technology and tailored instruction. CLIL combines language learning with subject content, promoting interdisciplinary abilities such as critical thinking, communication, and cultural understanding. PBL enhances creativity, teamwork, and problem-solving by empowering students to take responsibility for their learning, progress at their own pace, and apply knowledge to address real-world challenges. The Modern Classrooms Project embodies these methods by advocating for self-directed, mastery-oriented learning and personalized student participation through blended learning and technological integration. These approaches align with modern educational practices, preparing students with the essential skills needed for success in an ever-changing world.

From the findings of this review, it is suggested that teachers adopt a facilitator role to support self-paced learning within Task-Based Language Teaching (TBLT) and Problem-Based Learning (PBL) settings. By guiding students through activities that allow independent pacing, educators can help students develop language and problem-solving skills through engaging, real-world tasks. Emphasizing mastery-based learning is vital; teachers should prioritize assessing students' comprehension and

ability to apply concepts over simply completing tasks. This method encourages deeper critical thinking and practical language use. Additionally, integrating technology is important for enhancing TBLT and PBL effectiveness. Teachers should use digital tools like videos, online resources, and collaborative platforms to combine traditional teaching with modern practices, making room for hands-on learning and problem-solving in class. Furthermore, interdisciplinary collaboration is essential for successful Content and Language Integrated Learning (CLIL) implementation. By partnering with colleagues across different subjects, teachers can create curricula that not only enhance language learning but also build key 21st-century skills such as communication, critical thinking, and cultural awareness.

Future research could explore different teaching methods used in modern classrooms to assess how each approach benefits language learners in the digital age.

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