A Comparative Study of Traditional And Interactive Methods in Teaching English to Young Learners

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ABSTRACT:

The number of people using English, which has gained the status of a global language in the modern era, is increasing day by day. One of the main reasons for the sharp change in the needs and demands of those learning this language is the significantly growing role of English on the global stage. As is well known, the primary goal of most learners of English is to be able to use it as a means of communication. Its function as a tool for global integration ensures that it is taught communicatively, and the advantages of being able to use English within a short period are widely recognized.

It should be noted that, during the transition to the European education system in Azerbaijan, substantial changes have been made in the teaching of foreign languages, particularly English. These changes cover various areas such as the content of education, the methods used in language teaching, student–teacher relationships, the role of the teacher, and more. Today, English language teachers must be aware of global developments in foreign language learning and be ready to apply new methods. In accordance with modern European standards, teachers should be creative, proactive, willing to take risks, and capable of organizing the learning process in line with students' needs. They should also be able to plan both their own activities and those of their students effectively, create an efficient learning environment in the classroom, establish appropriate teacher–student

relationships, possess a high level of intellectual competence, and motivate students to learn a foreign language.

Although recent curricula aim to teach foreign languages as a means of communication, it is evident that, in actual classroom practice, traditional methods are still more commonly used, with greater emphasis placed on teaching linguistic knowledge rather than developing students' communicative skills.

Keywords: English language teaching, traditional methods, interactive methods, communicative language teaching, PPP model, digital transformation, learner-centered instruction

Introduction

The traditional approach to language teaching placed particular emphasis on grammatical competence as the foundation of language skills. The method applied to teaching grammar was predominantly deductive in nature. Students were taught grammatical rules explicitly and then given opportunities to apply these rules in practice. In contrast, the inductive approach involved presenting learners with examples from which they were expected to identify and formulate grammatical rules themselves.

Among the methods used to develop foreign language skills were the memorization of dialogues, question-and-answer exercises, and various written and oral activities. Accurate pronunciation and the acquisition of correct grammatical knowledge should be developed at the early stages of language instruction, as learners' errors may become fossilized in their speech over time. Proponents of this approach include audiolingual and advocates of the Structural-Situational Approach in Great Britain.

The curriculum typically consisted of vocabulary lists and collections of grammatical rules, organized in accordance with the learners' language proficiency level.

The typical stages of an audiolingual lesson are as follows:

1. Listening and repetition – Students first listen to a dialogue presented by the teacher or through technical devices (such as recordings, CDs, or cassettes) and then repeat it.

o Imitation and memorization – Sentences, expressions, and entire dialogues are memorized.

o Immediate error correction – Pronunciation and grammatical errors are corrected instantly by the teacher.

o Choral repetition – Dialogues are repeated collectively, almost like a theatrical performance.

o Focus on language structure – Emphasis is placed on the form of the language and the automatization of correct structures. This method is based on behaviorist psychology, meaning that learning occurs through correct repetition and reinforcement.

2. Adaptation of the dialogue – Dialogues are modified by students through the substitution of words and sentences to suit their interests.

3. Use of selected examples – Relevant parts of the dialogues are selected and used as models. These examples are first practiced in groups and then individually. At this stage, certain grammatical rules may be explained, but only a limited amount of time should be devoted to this.

4. Reading and writing activities – Based on the presented dialogue, students engage in reading and writing tasks using their textbooks, while also expanding their vocabulary.

5. Follow-up language practice – After working with the dialogues, language practice activities may be carried out in a language laboratory, and additional exercises can also be used [10, p.147].

The PPP Model and the Structural Foundations of Communicative Methodology in Language Teaching

A lesson based on the situational approach is carried out through a three-stage sequence known as the PPP cycle: Presentation, Practice, and Production.

In the Presentation stage, grammatical rules are introduced, typically with the help of short texts. The teacher explains the new grammatical structure and assesses students' level of comprehension.

In the Practice stage, students work within a controlled context, using substitution exercises and model-based activities to apply the target structure.

In the Production stage, students use various contexts to apply the newly learned rule. At this point, they often rely on their own knowledge or materials they have created themselves.

The PPP (Pre-Production, Production, Post-Production) lesson structure is a widely used and highly effective approach in language teaching methodologies. It provides an ideal framework for teaching new language skills in a gradual and systematic manner.

Pre-Production (Introduction stage): At this stage, the teacher presents new language material. The main objective is for students to become familiar with new language structures and lexical items. The teacher explains the topic, rules, or structures using various techniques, provides examples, and presents grammar and vocabulary within a meaningful context.

Production (Practice stage): At this stage, students begin to use the new material within a specific context. They participate in various activities designed by the teacher to express their ideas, share opinions, and apply specific language structures. Students actively engage in speaking and writing tasks while practicing the target forms.

Post-Production (Free practice stage): This is the most flexible and creative stage. Students apply the material learned in previous stages in real-life situations and more open-ended contexts. Activities such as discussions, role-plays, natural dialogues, and other forms of authentic communication are used. The goal is to help students connect their acquired language knowledge with everyday life.

Table 1. Stages of the PPP Model

Stage (Meaning)	Description of Activity	Objective
Presentation	New grammatical rules or vocabulary are introduced within a context (e.g., text, video).	Initial acquisition of the material.
Practice	Students perform model exercises and substitution drills under the teacher's guidance.	Automatization of the structure.
Production	Students apply what they have learned freely, often using self-created materials.	Using the language in real-life situations.

The PPP approach ensures that students learn a language in a gradual and structured manner, making it easier for them to relate acquired knowledge to real-life situations. This method also facilitates adaptation to different learning styles among language learners.

Communicative Language Teaching (CLT) is an approach that emerged in Britain in

the 1960s as a result of changes in language teaching practices. Unlike earlier, more structured methods based primarily on grammatical rules, this approach focuses on the natural and functional use of language. The main objective of CLT is not only to teach grammatical rules but also to prepare learners to use the language effectively and appropriately in real-life contexts. In the 1960s, when English was taught as a foreign language in Britain, earlier approaches—particularly the situational approach—emphasized teaching language structures within specific contexts, such as various aspects of everyday life. This approach encouraged the use of language forms tied to particular situations, with each grammatical rule applied within a defined context. However, British linguists later developed new methods that highlighted additional aspects of language, recognizing that language learning requires not only mastery of structures but also greater emphasis on communicative practice.

One of the factors contributing to the emergence of various approaches to foreign language teaching has been changes in the European education system. In the modern era, linguists in the United States and Great Britain view communicative language teaching not merely as a method but as a broader approach. This approach considers the development of the four main language skills as the primary goal of language instruction. Mastery of these skills supports the development of communicative competence and strengthens the connection between language and communication.

For the successful implementation of the communicative approach, it is essential for the teacher to understand the learner. If the teacher and the student share the same linguistic background, the teacher can more easily identify errors arising from the influence of the learner's native language. However, native speakers of the target language may sometimes find it more difficult to recognize such errors. All observations can contribute to the further development of the communicative approach by generating new insights. The teacher's communicative approach should be based on understanding students while taking into account the level of comprehension of native speakers of the target language, and acting accordingly.

The communicative language model provides a framework that includes both the grammatical and semantic components of the language, as well as the communicative functions that learners are expected to perform. Within the framework of the Council of Europe programs, the main objectives of language courses offered in Europe have been expanded to include the situations in which learners may use the foreign language (e.g., travel, work), the topics they may discuss (e.g., introductions, shopping), and the reasons for language use, along with the necessary vocabulary and grammar.

Starting from the 1970s, opposition to traditional language teaching methods began to emerge. As a result, the use of older methods such as Audiolingualism and Situational Language Teaching started to decline worldwide. The dominant role of grammar in language learning was increasingly questioned. New discussions arose, emphasizing that language competence should be understood as a broader concept than mere grammatical knowledge. While grammatical knowledge is important for constructing grammatically correct sentences, the primary focus should be on communicative purposes. For example, when expressing requests, giving advice, making suggestions, or describing desires and needs, learners must draw not only on grammar but also on other aspects of language.

The new communicative approach does not limit itself to changes in textbooks; it also advocates innovations in the teaching process itself. It is emphasized that learners acquire language more effectively through meaningful communication, and that such interaction creates a more productive learning environment than grammar-based approaches. The key principles of communicative language teaching during this period can be summarized as follows:

- placing communication at the center of language teaching;
- providing learners with opportunities to use and experiment with what they know in practice;
- encouraging tolerance of learners' errors, as these indicate the development of communicative competence;
- allowing learners to discover rules independently.

To implement these principles, new teaching methods and activity types became necessary, as new roles for both teachers and students began to emerge. Rather than relying on activities that require mere repetition and memorization, there is a need to focus on establishing meaningful interaction. One of the core principles of foreign language learning is communicative competence, which enhances second language acquisition. Today, communicative language teaching incorporates a wide range of educational approaches and traditions, allowing it to be applied in diverse learning environments. By recognizing that language learning is connected to meaningful and purposeful communication, the communicative approach encourages learners not only to master grammar and structures but also to apply this knowledge in real and practical situations.

The following principles explain the key aspects and application of communicative language teaching:

1. Second language learning occurs when students engage in meaningful interaction and communication: Language learning is not limited to mastering grammatical rules; it should also be part of social interaction and real-life situations. Interactive dialogues, discussions, and exchanges of ideas among students form the foundation of language learning.

2. Effective tasks and activities enable learners to negotiate meaning, develop language knowledge, and participate in meaningful exchanges: In communicative language teaching, tasks are designed not only to teach structure but also to promote meaningful and purposeful language use. These activities aim to develop students' overall language skills.

3. Meaningful communication arises in appropriate, purposeful, engaging, and motivating environments: Learners test their abilities in interesting and engaging situations, which increases motivation and makes language learning more effective. The more suitable and stimulating the environment, the better students learn.

4. Communication is a process that requires the use of multiple language techniques: Language learning involves not only knowing vocabulary and grammatical structures but also applying them effectively in communication. Learners use various elements such as vocabulary, pronunciation, syntax, and semantics.

5. Language learning occurs through creative language use, understanding underlying rules, and reflection: It combines creative and analytical processes. Learners deepen their understanding by both applying and analyzing language structures.

6. Language learning is a continuous process involving creative use, experimentation, and errors: Errors are a natural and essential part of learning. The main goal is to analyze these errors and achieve accurate and careful language use.

7. Learners choose their own paths, progress at different rates, and have different motivations for learning: Each learner has a unique learning style. Some progress faster, others more slowly, but all learn according to their individual needs and goals. The communicative approach can be adapted to these differences.

8. Successful language learning depends on the use of effective learning and communication strategies.

9. The teacher acts as a facilitator: The teacher creates a supportive learning environment, encourages participation in language use and activities, and guides the learning process.

10. The classroom is a space where students learn through participation and sharing.

Modern teaching methods, while taking previous language teaching traditions into account, continue to draw on them. Therefore, lessons typically include the following features:

- Grammar is integrated with communicative skills to enhance students' ability to communicate. Rather than being treated as an isolated component, grammar is embedded within communicative activities, where specific grammatical elements are required.
- Students are able to complete specific tasks and reflect on the linguistic features of their work.
- Communication and interaction are promoted through problem-solving, information exchange, and role-play activities.
- Emphasis is placed on topics related to students' lives and interests.
- Students are encouraged to use what they have learned in everyday life and are supported in organizing their individual learning processes.
- Teaching materials are often drawn from authentic sources, which increases engagement and supports exposure to diverse language models.

The role and characteristics of the learner-centered principle in communicative language teaching emphasize active student participation and the consideration of individual learner needs throughout the language learning process.

Table 2. Principles of Learner-Centered Instruction

Principle	Explanation
Focus on the process	Greater emphasis is placed on the learning process rather than the outcome (e.g., exams).
Social learning	Collaborative activities and cooperation are prioritized over individual work.
Diversity	Differences in students' learning pace and styles are viewed as valuable resources.
From whole to part	The topic is first understood as a whole, followed by analysis of details and rules.
Real-world connection	What is learned in school is connected to everyday life and the global context.

The learner-centered principle places students at the core of the learning process, with the teacher acting as a facilitator who supports and guides this process. The key characteristics of this principle are explained below in greater detail:

– Students focus more on their own role than on external stimuli: This characteristic encourages learners to concentrate on their own learning processes. They pay attention not only to the information presented in class but also to their own activities, discussions, and meaningful interactions. This reflects a shift from teacher-centered to learner-centered education.

– Students focus more on the learning process than on outcomes: Learners prioritize the process of learning rather than just the results. This represents a transition from outcome-based to process-oriented education. Students actively monitor their learning, develop their thinking, and evaluate their own progress.

– Greater emphasis is placed on the social aspects of learning rather than individual traits: This involves promoting communication and collaboration among students. Social learning is based on exchanging ideas, sharing information, and solving problems together. Thus, collective activity and social interaction take precedence over purely individual approaches.

– Diversity among students is valued as a resource rather than a barrier: Each learner has a different pace, style, and motivation. Learner-centered instruction acknowledges these differences and supports individual

development through varied teaching methods. Diversity contributes to a richer learning environment.

– Research and theory focus on classroom learning and its evaluation: Attention is directed toward what occurs in the classroom. Teachers observe students' learning activities and provide appropriate support and feedback. Applying research and theory in practice enhances the effectiveness of the learning process.

– In addition to emphasizing content, there is a focus on connecting school with the real world: In communicative language teaching, content is not limited to instructional goals but also aims to link learners with real-life contexts. This makes language learning more meaningful and practical.

– Students are supported in understanding the purpose of learning and setting their own goals: Learners should understand not only what they are learning but also why they are learning it. Learner-centered instruction helps students define their own learning objectives and take responsibility for their development.

– A whole-to-part approach is applied rather than part-to-whole: This involves first working with a complete text or topic and then analyzing it in smaller parts. It helps learners gain an overall understanding before focusing on details, promoting deeper comprehension.

– Greater emphasis is placed on meaning rather than on exercises alone.

– The learning process is not limited to exam preparation but is viewed as a long-term, continuous process.

– Learners are given choices regarding both the content and the process of learning: Self-assessment is one example of this approach.

The social nature of language: Language learning is not merely an individual activity but a social process based on interaction and communication with others.

Digital Transformation and Multimedia Technologies in English Language Teaching

The teacher acts as a facilitator who supports students and employs various learning approaches (e.g., experiential learning). These approaches to language learning have been widely studied, along with other classroom-based research. Such developments have led to the emergence of new methods of language teaching. Since there is no single universally accepted curriculum, contemporary language programs must incorporate multiple components, including language skills, content, grammar, vocabulary, and functions.

In the modern era, the dynamics of society and global development are closely linked to digital transformation. Achieving success in a digital environment requires keeping up with technological innovations and learning to use new tools effectively. The application of modern approaches in digital education has become a significant focus of current research.

Today, English holds a crucial position as a global language of communication and is widely taught worldwide, including in our country. In recent years, digital technologies have played a particularly important role in language teaching. Advances in computer technology and digital literacy have contributed to the development of new educational methods. In the past, learners had to enroll in long-term courses to study English, which imposed considerable financial and time burdens. As a result, many individuals with limited time were less motivated to learn the language. However, the advancement of technology has transformed both lifestyles and learning methods [2, p. 15].

The importance of various methods and modern techniques in the language learning process is undeniable. Technologies used in language teaching should be designed in accordance with learners' age characteristics, learning needs, and areas of interest. To ensure effective language instruction, a wide range of tools—such as posters, slides, pictures, puppets, theatre, television, films, CDs, computers, and other media—have been incorporated into language learning programs from past to present. The rapid development of science and

technology has increased the use of technological tools in educational environments and has demonstrated that materials engaging both visual and auditory senses are more effective in the learning process. Today, computers play a significant role in foreign language learning. Technology-supported instruction in a digital environment brings real-life contexts and individualized learning closer together. Through technological tools, learners can access information anytime and anywhere, which enhances their individual learning pace.

When examining the development of technology in English language learning, two main aspects can be identified: evolving perspectives on language learning and advancements in information technologies. The Audiolingual Method, which emerged in the 1940s, introduced a new way of teaching English and led to the establishment of specialized language laboratories. In the 1960s, these laboratories began to incorporate slide projectors and film equipment. However, their use declined in the late 1970s due to the adoption of a new approach known as the cognitive-communicative method. In the 1980s, video technology developed within language laboratories, and video materials began to be widely used. During this period, several countries also launched television channels dedicated to teaching English. In the context of mobile learning, individuals access digital educational materials through portable devices such as tablets, smartphones, and e-readers. Despite certain technical, psychological, and educational challenges, mobile learning is rapidly expanding. The widespread use of mobile devices among younger generations makes this form of learning increasingly attractive.

Mobile learning is generally associated with electronic learning (e-learning). Mobile phones, tablet computers, and other portable devices are widely used for acquiring language skills. Due to advancements in information processing and transmission, computers have become one of the most effective means of information exchange in the modern era. Through rapidly developing computer networks, information can be exchanged efficiently and conveniently. The field of education, in particular, has sought to benefit from these developments by integrating technology into teaching. In learning English, audio-visual and interactive tools facilitate the learning process. Information and communication technologies contribute significantly to the global spread of English. Research on foreign language learning and communicative approaches also indicates that social interaction is a crucial component of language acquisition [4, p. 83].

In general, in the modern era, information technologies are actively applied across all spheres of human activity, including education. Digital technologies, in particular, are largely computer-based, yet they establish a distinct form of interaction between the user and technology. Following the emergence of the first personal computers, teachers began to use them to make lessons more efficient. In the 21st century, the widespread application of computer technologies in English language teaching has become evident. The integration of multimedia and digital technologies into English language instruction has its own distinctive features. In the 1990s, the spread of personal computers and the internet enabled individuals to learn English independently. Computer-assisted education has become one of the most significant issues in the field of education in recent years. Today, education is no longer limited to the school environment but continues beyond it, encompassing various aspects of human life. Students who benefit from computer-supported learning materials continue their learning process even after school. Thus, the integration of educational programs with computer technologies has become one of the key educational objectives in a number of foreign countries [6].

Through individualized instruction, students are able to work with materials tailored to their age and needs. Modern teachers aim to use digital and multimedia technologies in English language classes; however, they face several challenges in this area. These include issues such

as copyright, privacy, age restrictions on certain resources, harmful software, and the protection of personal data. Creating supervised profiles can be an effective way to protect students from digital risks. This feature determines which websites children can access and prevents exposure to undesirable content. The preparation of multimedia presentations can also help develop students' various skills.

Technological advancements play a crucial role in the development of digital skills in English, as technology is an integral component of this field. Specialists and programmers continue to search for more effective methods of language teaching. Currently, technologies are becoming increasingly mobile. They can be used not only in classrooms, conference halls, and computer labs, but also at home, on the move, and in everyday environments. By utilizing digital technologies, learners of English can develop the four core language skills: speaking, listening, writing, and reading.

Table 3. Advantages and Challenges of Digital Transformation

Advantages	**Challenges (Risks)**
Learning anytime and anywhere (mobile learning).	Copyright and privacy issues.
Adaptation to individual learning pace.	Harmful software and cybersecurity risks.
Increased motivation and visual perception.	The need to protect personal data.
Simultaneous development of the four main skills through multimedia.	Lack of students' awareness of digital behavior rules.

There are significant differences between the environments in which instructors work with technology, and these differences affect learners of English. Teachers use various tools to teach the language, but all of these tools are aimed at developing learners' thinking abilities. Therefore, the application of appropriate ethical and scientific approaches is essential for the development of higher education. Teachers should share lesson plans and materials with students and make use of the technologies offered by modern textbooks. Students with lower performance levels should be motivated through simple technological tools. "Appropriate programs help students clearly understand new material" [9, p.132].

When learning English, it is important to gain knowledge about different types of new digital technologies, understand their application possibilities, and learn how to use them effectively. Electronic tests provide teachers with an automated tool for managing and assessing knowledge. The use of digital technologies in the classroom creates opportunities for both teachers and students. Whether through virtual models, videos, animations, audio, or graphics, these tools help students focus more on the subject matter. At the same time, due to certain technical and methodological changes in the teaching process, methods of teaching English are continuously evolving.

In modern education, digital tools play a crucial role for both teachers and students in the learning process. One of the main responsibilities of teachers is to teach students how to live with rapidly changing digital technologies and how to behave appropriately in digital environments. New technologies such as the internet, YouTube, Skype, Twitter, blogs, mobile phones, and interactive whiteboards are widely used in learning English. Teachers can make lessons more engaging by using innovative methods such as playing English songs, showing

films, and presenting various programs. The use of information and communication technologies plays a significant role in foreign language learning. The primary goal of learning English is to develop communication skills; therefore, teaching intercultural communication is essential.

The application of digital educational technologies plays an exceptional role in the development of practical skills. The growth of online education demonstrates the expansion of interaction. Teachers and students must master modern technologies in order to solve the problems they encounter while learning English. Students' knowledge of English is extremely important for their future professional activities. The digitalization of education reflects social and pedagogical changes aimed at equipping educational systems with digital technologies.

Modern digital technologies facilitate students' learning of English through various multimedia and interactive resources. This enhances their analytical thinking and motivation, creating favorable conditions for the development of language and communication skills. However, digital tools cannot completely replace the role of teachers; they only help organize the language learning process in a more individualized way. The effectiveness of the education system directly affects the quality of human potential. Currently, digitalization is opening new opportunities for the development of modern education. The application of technologies in education creates differences between traditional and modern systems. It is important to identify the main directions of digitalization and analyze them objectively. The use of technology in learning English is closely related to research conducted by specialists. Technology plays a significant role in the development of students' language skills. Teachers should select materials appropriate to students' age, level of development, and language proficiency, and plan activities aligned with learning outcomes. In the era of globalization, intercultural relations are rapidly advancing in the fields of language learning and translation. "Through communication, students not only learn a language but also enhance their intercultural knowledge" [7, p.91].

Today, technology facilitates many aspects of our lives. English language education also benefits from these developments. The application of technology in language learning simplifies teachers' work and helps students better understand lessons. In addition to materials used in class, computer programs are important for increasing students' interest in topics and making the learning process more enjoyable. Since each individual has different personal characteristics, it is possible to develop various learning methods. Technology supports language learners in improving their communication skills. Today, it also helps students solve problems more effectively. Students can immediately discuss topics on blogs or in WhatsApp groups and communicate with each other through various applications. "Social interaction and the use of virtual environments in foreign language teaching shape modern learning approaches and make the language learning process more dynamic and comprehensive. The application of virtual environments in education is characterized by the renewal of the learning environment and the encouragement of active social participation among learners" [5, p.132].

In the modern era, thanks to scientific and technological advancements, learning English has become more accessible. For this reason, the application of digital technologies in education is extremely important. Computers play a significant role in both society and education, and unlike traditional education, they influence various aspects of students' development. When difficulties arise in learning a foreign language, digital technologies should be used to make the process more effective. "The application of new technologies is essential for educators, as it simplifies and makes the teaching process more engaging" [3, p.98]. In recent years, new technological tools that enhance the teaching process have emerged. "Digital literacy is a broader concept than computer literacy and encompasses the skills required to function effectively in the digital world. Computer

literacy involves learning how to use technologies, particularly computers, whereas digital literacy requires active participation in the digital environment and the ability to demonstrate positive and responsible behavior within it" [3, p.99]. Today, it is extremely important for English language learners to possess digital literacy. Without digital tools, it is difficult to understand what students need in an online environment. Therefore, it is also essential for teachers to be digitally literate.

The main components of digital literacy are as follows:

- Collaboration**:** The ability of individuals and teams to communicate effectively with one another.
- Creativity**:** Evaluating opportunities by asking the right questions to generate new ideas.
- Critical thinking**:** Assessing information, identifying patterns, and applying this knowledge in real-life situations.
- Citizenship**:** The ability to solve complex problems by understanding diverse values and perspectives.
- Character**:** Making learning an integral part of life through resilience and perseverance.
- Communication**:** The ability to interact effectively with different people through various means.

Learning a new language, particularly how English can be learned more quickly through modern technologies, is highly significant. In fact, digital technologies can greatly accelerate the language learning process. For example, language learning software, applications, video lessons, and online courses can be more effective than traditional methods, as they track the user individually and support their progress. Additionally, applications make the experience more engaging and enjoyable through audio lessons, interactive games, and daily exercises. Moreover, the widespread global use of English makes it important not only for professional life but also for intercultural communication and information exchange. Learning this language enables individuals to connect with people from different countries, work in international fields, and gain broader opportunities on a global scale.

In the 21st century, the development of IT and its application across various fields have fundamentally transformed life. In the field of education, this progress has elevated learning and teaching methods to an entirely new level. The integration of information technologies into education has not only made lessons more interactive and accessible but has also increased the overall efficiency of the education system. Digital educational tools—such as online classes, e-books, video materials, interactive simulations, and educational software—provide students with more personalized and individualized learning opportunities. This is particularly beneficial for students with different learning methods and needs. At the same time, a wide range of tools and resources are available for teachers, helping them make their lessons more engaging, effective, and productive.

Modern technologies also make learning more flexible and convenient in terms of time and location. Online education and e-learning platforms allow students to attend classes at different times and learn at their own pace. This is especially useful for individuals who work or have other commitments. In addition, the use of data analysis and artificial intelligence in education enables the personalization of teaching. For example, AI-based platforms can identify students' strengths and weaknesses and provide tailored practice programs accordingly. Such technologies help better monitor students' progress and adjust lesson plans based on their needs.

When analyzing the impact of ICT on the teaching and learning process, the aspects highlighted by Alan Pritchard are highly important and contribute significantly to developments in the field of education. To better understand the role of ICT in the education system, it is useful to examine each of these aspects individually [7, p.52].

Speed**.** One of the greatest advantages of ICT is the rapid delivery of the learning process. For

example, through online platforms, students can attend classes, access information instantly, and receive immediate answers to their questions, enabling real-time interaction. This speed facilitates students' adaptation to the learning process and allows teachers to organize lessons more flexibly and efficiently.

Volume of information**.** The internet, with millions of information sources and resources, is a significant tool for education. Through ICT, students, teachers, and researchers can benefit from a wide range of diverse sources. This increases students' access to in-depth information and enables them to explore topics from multiple perspectives. At the same time, the vast amount of information helps students find learning resources that match their interests and needs.

Communication**.** ICT provides extensive opportunities for communication both during and outside class time. Email, course forums, chat rooms, and video conferences facilitate convenient and effective interaction between students and teachers. It also enables students to communicate more closely with each other, engage in discussions, and learn from their peers.

Interactivity**.** One of the most notable aspects of ICT in education is the possibility of applying interactive teaching methods. User-friendly educational platforms, simulations, online tests, and games make learning more engaging and appealing. This interactive approach supports active learning, problem-solving, and receiving real-time feedback.

Non-linearity**.** Unlike traditional linear teaching methods, ICT enables non-linear learning opportunities. Students can explore a topic from different angles and learn at their own pace. Additionally, various sources and formats (such as video, text, and audio) make it easier to absorb information.

Multimodality**.** ICT allows the use of different teaching approaches by presenting content in multiple formats, including written materials, video lessons, audio recordings, and interactive visual content. This multimodal approach enables students to access information in ways that align with their individual learning styles.

As Pritchard effectively emphasizes these aspects, the importance of ICT in education goes beyond merely accessing information; it also makes the learning process more dynamic, personalized, and engaging. This represents a major transformation in the education system, and it is certain that the continued development of these technologies will make education even more diverse and effective in the future [7, p.63].

One of the key characteristics of Information and Communication Technologies (ICT) is interactivity, which involves the use of interactive computer programs and communication tools. Alan Pritchard, explaining the non-linear nature of ICT, highlights that individuals can benefit from internet-based information resources in various ways according to their personal interests. Multimodality refers to the combined use of images, sound, and text. Textbooks alone are no longer sufficient; teachers should supplement them with materials selected from additional sources. This can be achieved by creating visual content, modifying dialogues, and using quizzes and videos [7, p.68].

Today's demands require students to have the ability to cope with complex situations. Therefore, the traditional education model based solely on the transmission of knowledge is no longer sufficient. Teachers striving to meet the needs of modern society use information and communication technologies in their lessons to deliver content more effectively and address students' learning needs. Computer-based instruction is particularly important in the teaching of foreign languages. ICT makes the process of learning foreign languages more engaging and easier.

Information and Communication Technologies (ICT) offer a number of advantages in language learning. First, they ensure the efficient organization of lesson time, allowing students to complete tasks outside the classroom. Second, ICT personalizes the learning process, enabling each student to learn at their own pace.

University students, in particular, can use ICT to adopt more effective learning methods aligned with their interests. ICT also allows teachers to enrich lesson content with modern and comprehensive materials from various fields, which increases learners' motivation. Since language learning requires time and perseverance, one of the main goals of teachers should be to motivate students. At the same time, in order to support independent learning, students should be taught how to identify reliable and useful information on the internet. Teachers should provide students with online access to learning materials, facilitate discussions on the internet, and encourage communication with native speakers. J. Bruner states that learning is an active process in which learners construct new concepts based on their prior knowledge and experiences [1, p.19]. Instructional materials should be designed in accordance with students' ways of thinking and previous experiences. Learning occurs when learners are able to select, transform, hypothesize, and make decisions about information. Bruner also emphasizes the importance of motivation in the learning process, arguing that learning cannot occur without it. The use of technology in lessons creates external motivation, which in turn enhances students' internal motivation. The application of technology in foreign language learning creates an effective learning environment, enabling students to build connections with peers, teachers, and native speakers while acquiring knowledge and skills.

Technology increases students' motivation and transforms teacher-centered classrooms into student-centered environments. The purpose of any instructional material is its applicability in real life. If learners are unable to use the knowledge they acquire in everyday situations, this indicates a loss of time and energy. Learning is an active process in which participation and engagement are essential. Through the use of ICT, practical tasks can further involve students in the learning process. Such activities differ significantly from traditional lessons. Students need to understand the essence of what they learn and the reasons for learning it in order to apply their knowledge in real-life contexts. Therefore, the integration of technology into language teaching should serve this purpose.

CALL (Computer-Assisted Language Learning) and CMC (Computer-Mediated Communication) are among the most significant developments in the field of language learning and are widely used in modern language education. These methods are important examples of the integration of technology into the language learning process, enabling students to participate in learning more actively and effectively. Examining the history and development of the CALL method—particularly its three main stages—helps to understand how it has evolved and how it has been integrated with more contemporary approaches. CALL (Computer-Assisted Language Learning) and CMC (Computer-Mediated Communication) methods. CALL encompasses the use of computers and the internet to present, practice, and assess learning materials in the language learning process. This method allows learners to develop their language skills at their own pace, complete various interactive tasks, and manage the learning process in a more individualized way. In contrast, CMC methods facilitate communication among students through computers, enabling them to practice language in ways that closely resemble real-life use. Through this method, students communicate with each other on online platforms, developing both their written and spoken language skills. The history and developmental stages of the CALL method:

Behaviorist CALL (1950s–1970s). This stage is considered the initial phase of the CALL method and lasted from the 1950s to the 1970s. During this period, computers were primarily used to teach language through a behaviorist approach. They presented students with simple tasks and evaluated their responses. Language learning at this stage was mainly based on grammatical rules, with students completing activities such as filling in blanks, selecting correct grammatical forms, and translating

words. These tasks encouraged rule-based practice. Teachers evaluated the tasks completed via computers and provided correct answers. Motivation was generally low, as students focused mainly on completing assigned exercises. The widely used "listen and repeat" programs in language laboratories were a defining feature of this stage, helping students learn correct pronunciation and grammatical forms through repetition.

Communicative CALL (early 1980s). In the early 1980s, with the development of technology and the internet, new approaches to language teaching emerged. During this period, CALL evolved in line with the communicative approach. Students were given not only grammatical tasks but also activities related to everyday communication and practical language use. Computers simulated real-life situations, enabling learners to develop their language skills more actively and practically. Students engaged in written and spoken exchanges on topics relevant to them. Interactive teaching tools and multimedia programs were key features of this stage, providing learners with more practical experience in using language in daily contexts.

Integrative CALL (mid-1990s and beyond). Integrative CALL represents the most modern and complex phase of the method, emerging with further technological advancements and the widespread use of mobile devices and social networks. In this stage, materials delivered through computers and the internet go beyond grammar and vocabulary to include intercultural communication, creative writing, and authentic, real-life experiences. Online environments, virtual classrooms, mobile applications, and social media platforms offer flexible and socially interactive learning opportunities. Students engage with learning materials in diverse ways and interact with one another, enhancing language acquisition. Through social networks and other online tools, learners practice language in real-life contexts, developing their skills in a more active and socially integrated manner. This approach makes the learning process more flexible and student-centered.

The importance and impact of the CALL method. Personalization in the learning process. CALL methods enable students to learn at their own pace. They can review topics individually and complete tasks according to their specific needs. CALL makes language learning more interactive and engaging by integrating various multimedia tools and instructional resources. This increases students' motivation and actively involves them in the learning process. During the integrative CALL period, opportunities for language learning through mobile phones and other portable devices emerged. Students can access learning materials anytime and anywhere. Overall, the history of CALL demonstrates the development of technology in language learning and how teaching approaches have evolved. These methods utilize the power of technology to make the learning process more efficient, flexible, and motivating.

In the 1980s and 1990s, the communicative approach emerged. Its proponents emphasized that language learning should focus not only on form but also on use. They encouraged students to produce their own expressions rather than relying on fixed phrases. At this stage, computer programs moved beyond simply checking correct answers and began to stimulate discussion, written expression, and critical thinking.

Text reconstruction programs encouraged students to explore new language patterns and meanings. During this stage, teachers shifted from merely teaching language rules to creating conditions in which students could apply the language in real-life contexts. The development of Information and Communication Technologies (ICT) made the language learning process more engaging. For example, through computers, students can create accurate audio recordings and clear videos. These materials allow them to observe how native speakers communicate in real-life situations. As a result, students come to understand that language is not only a system of rules and vocabulary. Since the 2000s, the integrative stage has begun. Critics of the communicative stage argue that the skills taught are often limited to specific

situations—for instance, people do not spend all day ordering food in a restaurant. Supporters of the integrative approach, however, maintain that language learning should combine overall language competence with communicative skills. The use of the internet, video, audio materials, and interactive content has fundamentally transformed the learning process.

The integration of technology into lessons can sometimes turn the computer into the central element of the class, which may lead to the neglect of the lesson's topic and objectives. When the use of technological tools becomes overly visible in the learning process, it can occasionally hinder the lesson. Various factors contribute to such situations. At the same time, when computers are used improperly or without sufficient competence, they may become an insignificant part of the lesson and can even slow down the process.

The approach of using technological tools merely as instruments and integrating them appropriately into lessons can lead to significant changes in the education system. For example, the normalization of CALL—where computers are accepted as an integral part of the lesson—makes the role of technology in the classroom more natural and functional. Computers should not serve as the central element of the lesson but rather as tools used alongside other instructional resources (such as teachers, textbooks, and additional materials) as a natural part of the learning process. This approach prevents technology from becoming a "disruptive" or "distracting" element and helps maintain students' focus on the learning process.

Teachers' approaches also play a crucial role in this process. If teachers use computers simply as tools and facilitate their natural integration into lessons, it can lead to more effective use of technology in learning. Teachers' hesitation toward technology or exaggerated expectations of it can reduce lesson effectiveness. Therefore, it is essential to shape teachers' attitudes toward technological tools appropriately and demonstrate how these tools can be used beneficially.

Learners' needs constitute the core of the entire process. To ensure the effectiveness of ICT, it is essential to accurately assess learners' needs from the outset. When technologies are applied in accordance with students' learning styles and requirements, this increases their motivation and makes the use of technology more meaningful. For example, if students prefer visual learning, interactive video lessons and visual materials may be more effective for them. This approach also provides teachers with clearer and more purposeful guidance on how to use technology in the classroom. Both teachers and students need to understand when and how technology should be used, which ultimately enhances the effectiveness of learning.

With the development of technologies that support language learning, new opportunities are emerging for proponents and developers of CALL (Computer-Assisted Language Learning). However, the extent to which these new technologies are effective in the teaching process remains a subject of debate. Although technological innovations increase interest among those eager to experiment with them, research confirming their effectiveness often lags behind the pace of innovation. As a result, by the time studies evaluating a technology are completed, it may already become outdated or be replaced by a newer one. Nevertheless, some resources continue to maintain their relevance. Salaberry emphasizes the importance of structured research and empirical analysis, noting that the primary goal of technology-supported language learning is to clearly define the objectives of technology-based instruction [8].

Computer-Mediated Communication (CMC) is one of the most significant technological developments of the modern era, fundamentally transforming how people communicate, share information, and exchange experiences. As John December explains, CMC is not only a technological tool that facilitates the sending and receiving of messages, but also a platform that promotes intercultural, academic, and social exchange [2, p.47].

The different types of CMC help to better understand how it is used and for what purposes it is applied:

Interpretive CMC. This type of communication promotes the exchange of information and ideas among individuals. Blogs and forums are typical examples. Users share their opinions, read others' comments, and engage in discussions. This form is particularly useful for social and cultural debates and helps gather information from diverse perspectives.

Interpersonal CMC**.** This appears in forms such as email, instant messaging, and video conferencing. It is essential for enabling personal communication through technology and is widely used in both professional and everyday contexts.

Presentational CMC**.** This type involves delivering information or content to a broader audience by an individual or a group. Examples include online presentations, webinars, and social media platforms. It accelerates information exchange and enables communication with large audiences.

The characteristics of CMC make it effective across various fields, from education to business and social interaction. Internet and computer technologies allow people to communicate globally, share information, and exchange experiences.

In the interpretive communication model, learners read, listen, and attempt to understand information, while teachers provide feedback on their performance. Interaction among learners is limited, as the source of communication is not physically present.

The interpersonal communication model involves two-way interaction where learners discuss, clarify misunderstandings, and exchange ideas. This process is often spontaneous in nature.

The presentational communication model is a formal type of communication in which an individual presents research or ideas to a specific audience. It allows speakers to prepare and rehearse in advance, ensuring a more structured and organized delivery.

Many experts consider CMC to be beneficial for foreign language learning and for establishing telecollaborative partnerships. Research shows that computer-mediated communication (CMC) increases learners' motivation, reduces anxiety, improves speaking skills, and enhances the effectiveness of classroom communication. CMC has two main types: synchronous and asynchronous. Synchronous communication includes real-time interactions such as online chats (e.g., WhatsApp, Telegram) and audio/video conferencing (e.g., Skype, Zoom, Microsoft Teams), and it is effective for developing speaking and interaction skills. Students and teachers use this form for both written and spoken communication, completing tasks as if they were interacting face-to-face. This creates a sense of real presence, allowing learners to evaluate their knowledge through immediate feedback and identify areas for improvement.

Synchronous CMC has a positive impact on language learning by improving grammatical knowledge, pronunciation, and fluency, while also creating a comfortable environment for shy learners to communicate. It introduces a new form of interaction that differs from traditional written and spoken communication, making the learning process more engaging and dynamic.

In contrast, asynchronous CMC supports language development in a different way. Researchers highlight that this mode contributes to improvements in grammatical accuracy, appropriate lexical choice, correct use of punctuation, and adherence to spelling rules, as learners have more time to think, process, and produce language more carefully.

Conclusion

Research and comparative analyses show that the transformation of English into a global means of communication has made fundamental changes in language teaching methodology inevitable. Traditional methods, particularly the audio-lingual and grammar-translation approaches, provide a basic

foundation for understanding language structure and rules; however, they remain insufficient in developing learners' real communicative abilities. The findings confirm that language learning is not merely the memorization of grammatical forms, but a process of meaning-making and interaction within a social context. The implementation of Communicative Language Teaching (CLT) and interactive approaches places the learner at the center of the learning process, while shifting the teacher's role from a knowledge transmitter to a facilitator. This transition creates a low-stress, creative environment aligned with learners' interests, enabling more natural language acquisition. In particular, the evolution of the PPP (Presentation, Practice, Production) model and the prioritization of learner-centered principles enhance learners' self-confidence and reduce the fear of making mistakes, which is critically important in the early stages of language learning. At the same time, the technological transformations of the 21st century necessitate the integration of digital tools into language teaching. Multimedia resources, mobile learning applications, and interactive platforms extend the learning process beyond the classroom and allow for greater personalization. Digital technologies not only support the development of the four core language skills (listening, speaking, reading, and writing), but also connect learners directly with real-world contexts.

In conclusion, effective teaching of English to younger generations requires a balance between the grammatical strength of traditional methods and the flexibility of modern communicative approaches, supported by technological opportunities. Teachers should adopt creative strategies, enhance their digital competencies, and design learning experiences that are engaging, interactive, and responsive to individual learner needs. Only in this way can foreign language learning move beyond an academic requirement and become a practical skill essential for learners' future lives and careers.

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