THE HISTORICAL OVERVIEW OF ELT METHODOLOGY AND AI: FROM BEGINNING TO NEW HORIZON

Huriye YAŞAR

School of Foreign Languages, Gaziantep Islam Science and Technology University, Turkey
ORCID ID: 0000-0002-4143-1099

1. Introduction

A language is born, develops, and survives; in other words, a language is a living structure in a society. Certainly, it is not in a disarrayed condition. It has a systematic nature in itself. As language is systematic, teaching English as a foreign language (EFL) needs to be implemented in a system. This systemness can be achieved through some principles, techniques, methods, and approaches to create successful language learning environments for learners.

The pedagogy of teaching a foreign language (FL) has been categorized into levels such as approach, method, and technique (Anthony, 1963). Those levels cannot be thought of in different clusters. They are integrated into each other. It is not possible to say that a method is a different pedagogy from a technique. Every method is based on an approach and has some techniques based on its approach. An approach is an assumption or assumption regarding the nature of an FL; on the other hand, the method is the road to accomplishing FL (Richards & Rogers, 2001). The method is referred to as a term to get in touch with theory and practice, while the technique is a particular activity based on an approach (Anthony, 1963). For example, the Communicative Approach sees language as a tool to communicate, but Content-Based Instruction is a way of carrying out the assumption of language as a tool in real FL learning environments. Techniques in classrooms that use Content-Based Instruction are also based on a Communicative Approach, as well.

There have been used many approaches, methods, and techniques in different times and places. From Ancient Greece to today, lots of innovative perspectives have been brought and are going to be brought to the English language and teaching (ELT) area in the future. The purpose of meeting the needs of the learners and age enables ongoing development in this field.

It is worth saying that those methods have occurred based on different needs of language teaching and learning areas. Their formation settings have shown that they have been fruitful in some ages and places, but in some situations, in which a method hasn't met the needs of teaching English area, modifications or reformist methods have been developed to fit the requirements of learners. There isn't any method that suits all learners, everywhere and every time. There is no true or false method. Every method is valid under the needed circumstances. There is no truest approach; furthermore, there is no falsest approach, either. Türkiye's formal and national language is Turkish but English has been an FL in Türkiye. Therefore, individuals learn it in school contexts, they don't bump into English outside of the school, in daily life interactions (Broughton, et al., 2002). As it is just a lesson, learners can't

carry their outcomes into real-life situations; school borders are the only chance to interact in English if they don't have private courses or foreign relationships.

As we stand on the edge of a technological revolution, artificial intelligence (AI) promises to redefine the boundaries of language education. The discipline of ELT has developed steadily from grammar-translation methods to communicative approaches, opening the door for the use of innovative AI technologies. This chapter explores the historical trajectory of ELT methodologies and examines how AI is shaping a new horizon in language learning.

2. Methods of ELT

Grammar-Translation Method

As the name of the method suggests, grammar and translation are focal in the Grammar Translation Method. Besides, it is also named as Classical Method because it was used to teach classical languages such as Latin and Greek (Benati, 2018; Larsen-Freeman & Anderson, 2013). It has been explained as a method that takes grammar and translation to the center of language teaching (Richards & Schmidt, 2002). Improving a good knowledge of language based on grammatical structures and reciprocally translating mother language and target language are two main expectations of this method (Benati, 2018). To be more clear, learning an FL has been regarded as learning grammar and translation. Because of the high stress on translation, using the mother language is inescapable in EFL classrooms in which the Grammar-Translation Method is run. Teaching is implemented deductively which means introducing the rules of the language directly; so it is concluded that learners' engagement is passive in their learning (Shaffer, 1989). Learners don't have a chance to construct their language system and this may create just obeyers, not active learners. The main aim is to teach how to read and write literal works that were produced in the FL (Elmayantie, 2015). From this perspective, it can be said that this method ignores learners' daily life communication which requires listening and speaking skills. Contrary to this method, learning an FL should include all the skills to be an effective individual in that language. Especially, in today's globalized world, it is inevitable to think about communication and FL separately. As there is no emphasis on the actual use of daily language by learners, it can be mentioned about the abstractness of the Grammar-Translation Method.

Direct Method

Direct Method has been established as a reaction to the Grammar-Translation Method's written-based assumptions. Francois Gouin discovered that his 3-year-old nephew was more successful than him in German although the child didn't use any book to learn German, he also became aware of the importance of speaking. The notable point for the child was that he didn't need any translation, either. So, the most important assumption of the Direct Method has been created: FLs and mother languages can be learned in the same ways (Elizabeth, 2010). Charles Berlitz whigged this assumption and created a method named Direct Method and it was actively used in the 1900s. As for the equality of learning between mother and FL, learners have been seen as babies who don't know any language; in other

words, the mother language in FL classrooms has strictly been avoided. It has highly taken into consideration oral skills. Because of that, reading aloud and question-answer drills are the primary techniques while applying the Direct Method. The primary importance is on speaking skills; in other words, speaking is seen prerequisite to learning an FL. Language rules are taught inductively, or there is no need to stress the grammatical dimensions of a language. Pronouncing and correctly use of grammar are also important. Direct Method also focuses on daily language, so it can be said that production is seen as crucial to learning an FL. Speaking and listening skills are used to produce a language automatically (Setiyadi, 2006). Automatization addresses that language is learned through habit formation which means lots of trials and imitation of native speakers of an FL by learners of it. Vocabulary is developed by concrete objects, which are referred to as realia, or visualization of them. Here is the obstacle of the Direct Method every word cannot be taught via visualization or realia. Demonstration of everything is not possible in classrooms all the time.

Audiolingual Method

This method is also known as the Army Method. When World War 2 broke out, proficients in the oral skills of enemies' mother languages were needed in an urgent way (Alemi & Tavakoli, 2016). Learners' needs were based on military requirements. As learners have been expected to be native-like to convince enemies under war circumstances, pronunciation has highly been given importance in this Method. The main aim of the Audiolingual Method has been to raise learners who are communicatively competent in the FL (Mart, 2013). Learning is inductive, so the rules have been inferred from the examples in an FL.

Learning is based on Behaviorism. The language learning process is a habit formation from the perspective of Behaviorism. Teaching a language is to create new habits for learners in an FL. There is a strong relationship between stimulus and response. Skinner (1974), the founder of Behaviorism, has stated that growing up twins in different countries results in different language speakers, as their stimuli are different.A stimulus is given to the learner. Wanted outcomes become permanent via positive reinforcement; on the other hand, unwanted behaviors are removed from the learner and the learning environment via negative, or no reinforcement. Habit formation is highly notable for learning and teaching an FL. Habits need lots of practice to become automatic behaviors. They are actualized with the help of repetition and mechanical drills. Teachers may use the command 'Repeat after me' in classes. It is a kind of repetition drill and a chance for learners to imitate their teacher to develop the correct habit in an FL. The stress on repetition and other drills show that the automatization of the learner in an EFL has been aimed at raising native-like learners.

According to the Audio Lingual Method, language skills are acquired in a natural order. This order starts with listening; in another saying, listening is a prerequisite to learning a language. Secondly, speaking comes in that mentioned natural order. After perceiving an FL, oral production is expected from the learner. Then, reading and writing skills are gained by the learners. It can be said that audial skills, which are listening and speaking, are highly important starting points to be proficient in an FL. It is a reasonable order for the Audio

Lingual Method because language is seen as a requirement for communication in everyday life. Everyday life dialogues are crucial materials and are frequently used in FL classrooms. Generally, the teacher is an initiator of those dialogues, chain drills can be used to create an interactive language learning environment. The interaction may be between teacher and learner(s), or between learner and learner. The use of the mother language is forbidden because it may cause bad habit formation for learners. It should be stated that the Audio Lingual Method is a response to war conditions, learners should start to speak the FL as quickly as possible. Teaching and learning should happen urgently.

Silent Way

Although its name is Silent, learners are actively engaged in the language learning process. According to Setiyati (2006), using the word 'silent' in the name of the method is a reaction against the methods applied before. Teachers have taken dominant roles in FL learning; on the other hand, teachers' dominance in a language classroom is tried to be demolished by highlighting learners' participation in the Silent Method.

The relevancies of teachers and learners are different in a language classroom, teachers should care about the events among learners, not language because the relevancy of FL belongs to learners (Gattegno, 2010). 'Only the learner can do the learning' is the general understanding of this method; more clearly, learning occurs inductively. Learners infer the rules from examples. Learners are discoverers, correctors, and leaders in their FL. As their roles consist of their self abilities, they develop not only autonomy but also responsibility and independence (Stevick, et al., 1988). Independence requires the self-correction and self-expression of learners (Larsen-Freeman & Anderson, 2013). Teachers' silence can encourage learners to monitor and correct themselves. They can take responsibility for their learning as they aren't dependent on the teacher. Furthermore, autonomy is gained as the teacher doesn't direct, control, or correct their language learning process.

Teachers work with learners, learners studies the language; because of this understanding, any reinforcement and correction shouldn't be applied by teachers. The teacher seems neutral to mistakes not to affect learners' process of language learning. Teachers are technicians. They are the arrangers, planners, or organizers of the learning environment, while learners take responsibility for their learning. Silence enables learners to create themselves in terms of language learning. As self-skills are emphasized, it can be said that humanism is highly given importance in FL classrooms.

Color charts, rods, and Fidel charts are frequently used to discover of pronunciation, vocabulary, and syntax of FLs. They mainly address a small part of a language and learners build on it. From this perspective, it can be concluded that the main principle behind the techniques and activities of the Silent Method is from known to unknown knowledge to let the learners gain their knowledge of the FL.

Suggestopedia

Humanism is to take an individual to the center of life. This approach has affected many areas and ELT is one of those areas. Its reflection has been seen via Suggestopedia. This method's founder was Georgi Lozanov who was a psychologist and educator.

The most important assumption of this method is that the learners learn when they feel comfortable. This comfort includes not only teacher-learner relationships but also the physical condition of the classroom. It is to remove psychological barriers to language learning. Negative feelings of the learners should be decreased and demolished, positive ones such as trust, happiness, and respect should be set on. Learners may feel more comfortable when they trust their teachers. Every learner has a capacity but this capacity should be released by removing psychological barriers such as anxiety and fear. They should also be saved from the social norms.

In FL classrooms, the role of the teacher has been described as the authority but it is a positive authority because the main aim of the teacher is to encourage learners for spontaneous interaction in the given situations (Bancroft, 1975). The authority is meant as a director or leader with positive aspects. The learners should be aware that a teacher can direct them when they need it.

Memorization and creativity are highly emphasized concepts in this method. According to Lozanov (2005), those can be quickly created by peripheral perceptions and doubleplanness. Doubleplanness has two dimensions. The first one is the teacher's information supplement and the second one is the environment in which learning has taken place. Peripheral perceptions can fasten the memorization of learners as emotional situations and visual materials have been used as materials by being renewed systematically in a creative way (Lozanov, 2005). Multiple sense organs are taken into consideration because music, visual materials, and even smell can be used in materials and situations to enable better learning for the learners.

The communicative use of language is an important issue. To create uncaused and natural interaction for communicative aims, infantilization can be used by building trust in the teacher and getting help from the teacher when needed (Rashtchi, 2018). This is a family-like relationship between the teacher and the learner that doesn't force them but it plays more sincere and lovely behavior for learners' good. The learners in the classroom should be homogeneous because a learner should have a chance to learn both psychological and language needs from other learners (Bancroft, 1975). It can be said that collaboration has been seen as a valuable effect on language learning in language classrooms.

Total Physical Response

Total Physical Response, as its name suggests, is a method that involves movements of the body toward language learning. It was developed by James Asher who was a psychology professor. He focused on the lack of fluency in FL learning in his studies (Asher, 1966; 1969). Because of that deficiency, Asher has tried to give importance to oral skills.

It has been proposed that the number of learners per teacher, the amount of time, motivation, and aptitudes of learners for FL learning are subsidiary elements of implementing

effective and successful curricula (Asher, 1969). It has been thought that one skill should be tried to teach due to the lack of time for all skills to be taught in an integrative way; hence, one skill can have a positive effect on the other three skills, and the most crucial skill that is highly effective on other skills is seen as listening, so listening is at the center of this method (Asher, 1969).

Another reason why a teaching language should start with listening is that there has been a similarity between the acquisition of the mother language and FL learning. Babies start to use a language by just listening, so the main of teaching an FL should be teaching and developing listening skills to learners. Language learning starts with understanding and then production may start (Larsen-Freeman & Anderson, 2013).

This method has admitted that the brain has two hemispheres; left and right. The former is responsible for bodily movements, the latter is for language learning. On the other hand, schools take into consideration only the left hemisphere because learners are educated to learn a language. Asher criticized that understanding and put forward that both hemispheres should be put in use actively to double the capacity of learning a language. He has found out that movements could be involved in language teaching. For example, whilst teaching parts of the body, learners should be actively engaged in showing their organs such as hands, face, legs, and arms. Commands are especially good functions of the language to enable that kind of learning. The teacher is the model of the learners; in other words, they first observe the teacher, and then they start to be active in language classrooms.

When learners are reluctant to engage in activities, they shouldn't be forced by teachers. It should be remembered that a baby has a silent process before starting to speak in a language, enough time should be supplied for learners till they feel ready (Larsen-Freeman & Anderson, 2013). Their psychological barriers should be decreased to achieve better and more effective language learning. Errors have been seen natural and inevitable part of language learning, so the teacher should tolerate learners' errors but important mistakes may be corrected (Larsen-Freeman & Anderson, 2013). The teachers should be patient and tolerant towards their learners so as not to affect their psychological condition negatively during the FL learning process.

Community Language Learning

It is one of the methods based on the Humanistic Approach. Charles A. Curran who was a psychologist developed this method and the reflections of psychology can be observed in this method. The relationship between the teacher and the learners is like a counselor-client relationship (Setiyadi, 2006). The FL learning process as stages and learners need their teacher less as the process goes on (Curran, 1976). Learners are dependent on the teacher in the beginning but they become independent communicators at the end.

Learners and their feelings are at the center of teaching an FL. As in counselor-client relationships, trust is one of the most important issues during the teaching-learning process of the FL. When the learner feels secure, the FL occurs (Larsen-Freeman & Anderson, 2013); otherwise, it doesn't. The learner is a total of inner interactions and feelings. Both internal and external factors constitute the learner. The teacher knows that the learner is a whole; in

other words, a learner has physical, psychological, and inner reactions such as motivation, anxiety, etc (Larsen-Freeman & Anderson, 2013). It is the basic explanation of whole language learning. Learners not only learn with their capacity but also their emotions and feelings towards language learning are effective factors throughout the process.

The aim of Community Language Learning gives importance to direct experiences to learners in the FL because it is believed that learners learn better when they are directly engaged in the situations, they are not the imitators, they are active agents of learning (La Forge, 1971). The responsibility of creating real-life situations is on the shoulders of teachers. As learners are active in their learning, they are likely to be motivated to learn an FL (La Forge, 1971). It can be concluded that learners are desired to be autonomous as they are responsible for their learning. Besides, learners who are competent in communication are also emphasized because real-life situations in the FL require learners to use language effectively not only in linguistic but also in communicative dimensions.

Communicative skills are developed with the help of the community because some recordings are used in this method and criticism or reflection are implemented among classroom members. They behave as a part of a community that is gathered for the same purpose, for FL learning. It is like a typical therapy group as Charles A. Curran was inspired.

Content-Based Instruction

This method brought a new perspective into the ELT field in the 1970s. Up until the Content-Based Instruction method, an FL was thought of as a subject that needed different curricula, but the discovery of this method integrated FL teaching with other subject matters. Because of that understanding of integration, it is also known as the Content-Language Integration Method.

Learners get two for one; to be clear, they both learn the subject matter and attain academic English proficiency through Content-Based Instruction. English becomes a tool to achieve different areas such as geography, history, and maths. By doing so, learners' FL proficiency can be enhanced and amplified (Crandall & Tucker, 1989). They use the FL as a medium to learn, not as a specific subject. Integration of content results in automatic FL learning (Larsen-Freeman & Anderson, 2013) thanks to the extensive input from the subject courses.

Stryker and Leaver (1997) heavily criticize that although some subjects have an applicable area like music, the theory of the subject is taught in schools restricting learners' chances of learning. Learners are engaged in meaningful content via Content-Based Instruction. In Türkiye, it has started to be used widely, especially in university departments such as engineering and medicine. The teachers are experts both in the FL and the field that they have been teaching. Instead of the mother language, FL is always used to teach those specific areas and they are evaluated for their knowledge of the field in the FL.

Learners are encouraged and strengthened in FL classrooms by using the FL on an actual basis of communication (Stryker & Leaver, 1997). Learners become more motivated in the situations where they learn about some different issues contrary to language classes in which only language is implemented itself (Davies, 2003).

Task-Based Language Teaching

Tasks can be thought of as duties to accomplish and reach the goal. In the EFL education contexts, they can be a basis for communicative language design. A task is a plan that is structured to develop both knowledge and abilities and to allow using that knowledge and ability in communication in the FL (Breen, 1989). That might be the most basic explanation of Task-Based Language Teaching, as well. Learners learn how to use the FL while completing a task, at the end of the task some basic objectives are acquired. The problem-solving skills and creativity of learners are supported at the same time. Analytic learners are raised rather than imitator ones.

The focus is on meaning without ignoring the form in Task-Based Language Teaching (Ellis, et al., 2019; Nunan, 1989). Not only linguistic structures but also outcomes are vital for acquiring an FL. The learners should be aware of what to get after completing the task given by the teacher. It also should be stated that the task should be suitable for the outcomes and learners' age, grade, and knowledge.

By focusing on meaning, other traditional methods like the Grammar-Translation Method are denied, because language is seen as a tool to communicate; in other words, it is useless to know linguistic structure unless the communication is implemented. It is so reasonable to use an FL in the classroom from that perspective. The performance of the learners is highly praised like in Communicative Language Teaching. Task-Based Language Teaching is a broader form of Communicative Language Teaching, in fact (Ellis, 2003) but lesson design is based on task-needed procedures, unlike Communicative Language Teaching. Tasks engage the learners actively in their FL learning process as they create chances for learners to perform in the FL. Authenticity is enabled by using some materials in an FL. Authentic materials enable learners to discover the FL in its real-world use.

In the beginning, the teacher is active in the selection and sequencing of the tasks, monitors the performance of the learners during the process, and is an adviser while giving feedback.

Communicative Language Teaching

Hymes (1971) stated that communication requires not only linguistic competence but also communicative competence. Various forms can be used for the same meaning; to exemplify, can, could, and may structures can be used for permission. Adhering to forms is not a useful perspective, meaning should be highlighted, instead. In Communicative Language Teaching, functional language is a basis for FL teaching and learning. The objective is to get communication ability which was referred to as ''communicative competence'' which means the ability to know what, how, whom, and when to speak. It is an umbrella term that has some sub-competencies; strategic, discourse, grammatical, and sociolinguistic competencies. Strategies competency is the ability to use non-verbal communication effectively including intonation, body movements, and facial expressions. Discourse competency is to effectively combine cohesion and coherence to catch contexts. Grammatical competency is to correctly use words and rules of the FL. Sociolinguistic competency can be explained as the ability to use suitable words and phrases that fit the

setting and the topic. As it can be understood from the competencies that it has emphasized, Communicative Language Teaching focuses on language as more than one skill or more than knowing structures of it. It is a mixture of function and structure for communicative aims (Littlewood, et al., 1981).

In Türkiye, the Ministry of National Education (MoNE) has been using the Communicative Approach for preparing the curriculum of English classes all over the country. One main purpose of English classes is to develop communicative skills and it was clearly stated that English has such an alluring role on learners that '' …relaying needs and wants, voicing opinions and beliefs, building relationships, and so on, the new curricular model is focused on language learning as communication'' (MEB, 2018, p.3) by addressing Communicative Approach on English Language Curriculum. The main point that has been taken into consideration is to communicate in English both verbally and nonverbally and in EFL classrooms.

Functions or situations in real-life circumstances are also vital to learning a language. Real-life situations and usages are highlighted via authentic materials that belong to the FL and are engaged in classrooms. Savignon (1987) has addressed "the involvement of learners in the dynamic and interactive process of communication" (p. 237) aspect of Communicative Language Teaching. Learners are active, not passive listeners; they participate in communication to engage themselves in interaction under the observation and guidance of teachers.

English has communicational purposes to understand and to be understood in the FL beyond an academic purpose. Modern approaches have been applied on a communicational basis for years in the English education arena. MoNE has used the Communicative Approach as a base and has regarded English as a vehicle to communicate and interact rather than teaching hours of language rules (MEB, 2018). This feature of MoNe is overlapped with the perspectives of the Communicative Approach. Teaching EFL requires learners to gain abilities to speak, write, read, and listen in addition to grammar knowledge (Aydın, 2006) and MoNE admits that knowing a language requires communicating verbally or in written ways (MEB, 2018). Pointing out the production of the language, communication is a highly highlighted issue in EFL classrooms.

Multiple Intelligences Theory

Multiple Intelligences is a theory that was proposed by Howard Gardner. He has claimed that the mind has multiple views, it includes more than one intelligence; in other words, Multiple Intelligences is a method based on a pluralistic view of the mind (Gardner, 1993). Although teaching-learning contexts are generally designed in a standard way that admits all learners are the same in a curriculum, this theory sees that intelligence doesn't arise from only one quality of mind. Every learner is unique and has different strengths and weaknesses and those pros and cons are the possessions of the learner that make them unique.

Gardner (1993) has insistently stated that although he figured out seven different bits of intelligence in his works, those types could be enhanced or divided into sub-categories. The strengths and weaknesses of the learners can predict their intelligence types. Now, it can

be admitted that the strengths and weaknesses are categorized as 9 different bits of intelligence which are verbal/linguistic, logical/mathematical, musical, bodily/kinesthetic, visual, intrapersonal, interpersonal, existentialist, and naturalist (Gardner, 2006). Every intelligence type reflects some characteristics of a learner. For example, while a learner who has strong linguistic intelligence can easily understand words, phrases, writing, or speak in the FL, another learner who has musical intelligence can easily grasp the rhythms of a song. Every learner's capacity may be on different issues.
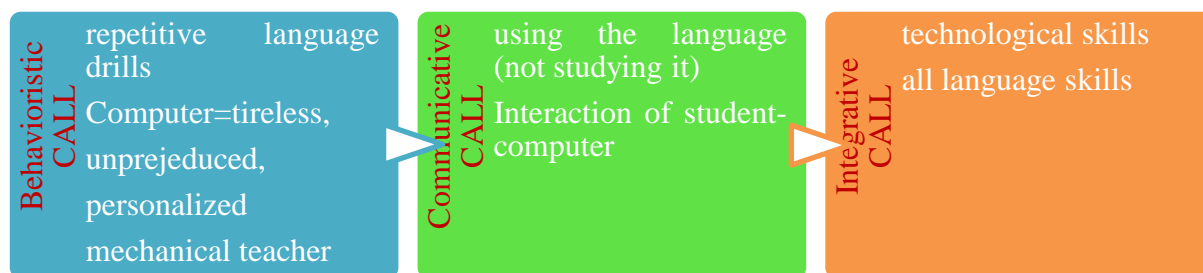
Those bits of intelligence are not stable throughout the learner's life, they can be improved with the help of correct variables such as good instruction, encouragement, or support from others (Armstrong, 2009). In FL classrooms, learners' capacities can be enhanced by using the correct ways to teach FL. Recognizing the uniqueness of learners should be the first issue to be considered. After that, designing FL classrooms suitable for learners' differences will cater to their needs, so more successful learners can be raised. This design should cover activities, techniques, methodologies, and evaluation; in other words, learners should be at the center from A to Z of the FL learning process.

Eclectic Method

There isn't any method that fits all situations and learners (Larsen-Freeman & Anderson, 2013; Li, 2012). Learners' needs and lacks can vary from situation to situation, so one method doesn't meet those needs and lacks. In this circumstance, various methods can be combined in a teaching curriculum instead of covering only methods for all subjects. As it has been pointed out by (Kumar, 2013), the eclectic method is to combine different methods of teaching and learning. The use of the eclectic method enables learners to understand the FL doesn't constitute parts such as grammar, and pronunciation vocabulary; rather, it is a whole that includes communication in everyday language in an authentic setting (Kumar, 2013). The FL methods have been combined and modified; for example, FL teaching has used both the Grammar-Translation Method and the Direct Method in a combined way in Germany (Setiyati, 2006). The needs of the learners vary, so it is reasonable to use various methods. The learners' and teachers' roles may change by the methods combined, and techniques, as well. As learners' needs are taken into consideration, it can be said that it is a learner-centered method.

3. A New Method for AI Age: AI-Assisted FL Learning and ELT

In the age of AI technology, it seems that AI will inevitably change FL learning and teaching. Before understanding AI-assisted language learning and teaching, computer-assisted language learning (CALL) which gives a fundamental path to it should be understood. According to Warschauer and Healey (1998), there are three stages of CALL in which behaviouristic, communicative, and integrative developmental phases are seen (Figure 1). The goals of task-based, project-based, and content-based methods were to integrate language learning and usage skills with learners in authentic settings in integrative CALL (Warschauer & Healey, 1998).

Figure 1 Stages of CALL

Behavioristic CALL	Communicative CALL	Integrative CALL
repetitive language drills Computer=tireless, unprejeduced, personalized mechanical teacher	using the language (not studying it) Interaction of student-computer	technological skills all language skills

*Adopted from Warschauer and Healey, 1998

Integrative CALL, which emphasizes meaningful communication by incorporating technology into everyday tasks, marks an important shift from previous phases. This stage placed a strong emphasis on using online resources and multimedia to establish collaborative, interactive, and real-world learning environments. The development of integrative CALL showed how technology may be used to enhance group-based, problem-solving activities in ELT in addition to supporting personalized learning.AI-assisted ELT welcomes a new era of innovation by building on the framework of integrative CALL. AI uses machine learning and advanced techniques to deliver personalized input, change to the needs of each learner, and evaluate enormous data sets to improve methods of ELT. By providing real-time assistance, natural language contact, and immersive experiences, AI tools like chatbots, virtual teachers, and adaptive learning systems improve typical CALL techniques.

Teachers can see how AI technology builds upon these pedagogical innovations, making ELT an even more dynamic and personalized process, by understanding the progression of development from behavioristic to communicative and then to integrative CALL. This development emphasizes how crucial it is to carefully incorporate AI to enhance rather than replace conventional educational techniques. By providing resources and methods that meet the various needs of contemporary learners, the use of AI in ELT signifies a paradigm change in educational methodology. AI-driven tools, such as intelligent tutors and adaptive learning platforms, offer personalized learning experiences in contrast to traditional methods, which frequently depend on one-size-fits-all education. These systems analyze learners' strengths, weaknesses, and progress in real time, accommodating content and exercises to optimize individual growth. For instance, AI-driven writing tools like Grammarly and speaking applications like ELSA Speak give immediate feedback, enabling learners to purify their skills autonomously. When EFL learners exhibit their proficiency and use effective learning strategies, they have a higher chance of succeeding and experience less anxiety during AI-integrated education; they can not only demonstrate their actual proficiency but also enjoy greatly for language development (Khasawneh et al., 2024). The enjoyment of an FL positively impacts the willingness to continue applying AI for EFL learning, and learners' AI literacy directly impacts this willingness (Fan & Zhang, 2024).

Beyond personalization, AI also supports teachers by automating routine tasks, such as scoring or creating lesson plans, allowing teachers to focus on more interactive and creative aspects of ELT. EFL teachers should apply AI tools to be more effective and

efficient by updating their AI skills and pedagogy (Semerikov et al., 2021). AI-assisted ELT, combining smart resources, intelligent diagnostic assessment, and virtual learning environments, can significantly reduce costs, improve efficiency, and promote educational equity, forming a new eco-education system (Aihua, 2021).

Another usage of AI in EFL classrooms can be a supplementary source for learners. EFL teachers prioritize listening as a crucial skill for learners, addressing various listening comprehension issues with effective solutions and classroom practices (Özyurt, 2014). Because of the ethical considerations, it might be not easy to find audio files in EFL classes. AI can be an effective tool in classroom practices as it can produce native audio recordings.

There are other issues to be considered. Some issues must be resolved, including worries about security and privacy, mistrust, and possible bias (Harry, 2023). Other issues are the curriculum for it, the evaluation of success/failure, and the design of teacher education programs. They can be culture-specific, so every nation should take responsibility and prepare for the evolving ELT area. It is obvious that this ELT system requires a lot of time, budget, and planning strategy. It shouldn't be forgotten that while the expense of language education can be expressed in monetary terms, the benefits of it for a nation can't (Aihua, 2021). Another thing to be considered while preparing an AI-assisted methodology is Generation Z. Those learners have unique characteristics and motivations, making language teaching activities tailored to their needs so policymakers, higher education institutions, and teacher trainers should be aware of this generation and plan the future of ELT for Generation Z and beyond (Akdemir & Akdemir, 2023). AI not only improves learning results but also reinterprets the roles of teachers and learners in the educational process by bridging the gap between traditional methods of ELT and modern technology, thus creating a more dynamic and participatory learning/teaching environment.

4. Conclusion

The dynamic interaction between pedagogical objectives and technology developments is reflected in the progress of ELT approaches, with AI providing previously unheard-of possibilities for engagement and personalization. Only when the teacher and learners' styles complement each other can an effective teaching/learning environment be established (Takkaç et al., 2011). Learners are more likely to connect with the content in ways that suit their cognitive and emotional preferences when there is synergy, which improves engagement and comprehension. For example, some learners learn well in visually stimulating settings, while others learn best in kinesthetic or aural ways. In order to create a dynamic and inclusive classroom environment, teachers must modify their teaching tactics to fit a variety of learner profiles. Furthermore, recognizing and making use of these variations can lessen the cognitive burden, promote motivation, and eventually result in better learning results.

FL policymakers can support AI-assisted ELT as a strategic facilitator to improve the quality and accessibility of FL teaching (Semerikov et al., 2021). They may guarantee more personalized and flexible learning experiences by using AI in ELT methods. AI-driven tools can assess individual learner progress in real-time, offering tailored feedback and customized

learning paths. In addition to increasing learner autonomy, this frees teachers to concentrate on higher-order learning objectives like developing critical thinking and intercultural competency. AI can also equalize language education by bridging accessibility gaps by offering interactive learning opportunities and linguistic materials to learners in underdeveloped or remote environments. There are many issues with incorporating AI into EFL and ELT both inside and outside the traditional curriculum, but there are also a ton of educational options that provide all learners with free access and personalization (Kannan & Munday, 2018). Although AI has the potential to open up language learning, its advantages might not materialize if access is still inequitable, highlighting the significance of closing technology disparities in schools with few resources (Taşçı & Tunaz, 2024). Investments in training for teachers and technological resources, especially in underfunded schools, must be given top priority by educational stakeholders in order to address these issues. Equitable access to AI technologies necessitates the creation of localized material that is appropriate to various linguistic and cultural contexts in addition to the availability of devices and internet connectivity. Additionally, developing collaborations among governmental, commercial, and nonprofit organizations can aid in the expansion of AI-assisted ELT and increase their accessibility for those without access. Learners from all socioeconomic levels will benefit from the more inclusive usage of AI's revolutionary potential in FL learning through the implementation of these policies.

It is believed that AI should complement traditional language education, guided by pedagogical principles, ethical considerations, and empirical evidence, rather than replace it (Özyurt, 2024). On the other hand, AI should be welcomed as a revolution that has the potential to transform the way that FLs are taught and acquired, rather than being limited by traditional pedagogical methods. It should be viewed as a key element of current educational systems rather than just a supporting one.Our capacity to use AI's potential while maintaining the human element of education will determine what happens next at this juncture of innovation and tradition.

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