

FROM CODE TO CONVERSATION: LEVERAGING TECHNOLOGY TO FACILITATE LANGUAGE LEARNING AND CULTURAL EXCHANGE

Bhawani Balasubramaniam^{1*}, Boddu Chandrashekar²

^{1*}Associate Professor, Department of English CVR College of Engineering, Hyderabad, India -501510
Email: bsubraveti@gmail.com

²Assistant Professor, Department of English Koneru Lakshmaiah Education Foundation Hyderabad, India-500075
Email: chandumadhu.ram@gmail.com

***Corresponding Author:**

*Email: bsubraveti@gmail.com

ABSTRACT

Purpose: This paper discusses the differences between traditional and tech-enabled methods of teaching language, comparing the potential advantages of each technique in facilitating the process of language acquisition.

Methodology: The study uses a comprehensive literature review to evaluate the different parts of both learning methods, which include learner engagement, motivation, language skill development, and accessibility.

Findings: Results show that traditional methods mainly give structured learning and mostly concentrate on grammatical competence, while areas of expertise for technological methods are communication skills, flexibility, and an interactive environment. The study stresses that a mixed learning method is highly valued since it combines the positives of both traditional and technological methodologies. This way of teaching allows different types of learners to maximize language acquisition by using the two-way interactive and adaptable features of modern technology in education. Such findings are then emphasized for educational discipline makers, school educators, and policymakers who want to build language capacity in a highly digitalized world effectively.

Keywords: Language Acquisition, Educational Technology, Blended Learning, Contextual Learning, Authentic Sources, Gamification, Learner Engagement, Learner Motivation, Comparative Analysis, Learner Variables, Learning Efficiency, Accurate Learning Management.

INTRODUCTION

The historical path of language learning techniques has dramatically changed, from the old rote method to more communicative and flexible approaches that borrow from technological transformations. The language teaching practice of the 19th century (Grammar-Translation) devoted their time to translating the texts and strictly studying syntax and grammar to make the sentences right. (Richards & Rodgers, 2001)

In the first few decades of the 20th century, the "Direct method" was invented, which broke away from the traditional methods that exclusively concentrated on grammar rules and introduced the use of the target language naturally and fluently instead. In this method, acquisition was focused more on speaking and listening than reading and writing. This was based on the principle that learners should not be taught grammar explicitly or use a lot of translation. They must learn their subsequent languages like they did their native language.

In the 1970s and the 1980s, communicative language teaching (CLT) came into the language field, changing language learning again and focusing on communication. The communicative language teaching (CLT) thesis was developed on the principle that the aim of language education is the proficiency to communicate effectively and learning the language as an aspect of communication only. It emphasizes the interaction process with the language that is ultimately being learned. (Savignon, 1991).

The digital era has brought significant changes in technology, which has been integrated into language learning strategies. With online platforms, language learning apps, and multimedia materials, traditional environments for learning have now changed, embracing the interactivity, flexibility, and choice of learners. Such technological tools are efficient for a more engaging and effective learning process and enable us to access a wide range of previously unsighted language material. (Blake, 2013).

The teacher-initiated to learner-initiated transition model has also been greatly attributed to technology. In modern methods, one typically employs task-based learning, which is based on practical, contextual usage of language elements, and technology is used to detect mistakes and language errors and provide multiple learning scenarios (Thomas, Reinders, & Warschauer, 2013).

The impact of technology on language learning can be described as the catalyst that has shaped the strategies and modes of instruction over recent decades. In the first place, the application of information technology in language education started with the use of tools of the mid-twentieth century, such as language labs with tape recorders and then players that played video content that provided an opportunity for learners not only to hear native speakers but also to repeat after them in a specific environment (Chapelle, 2001).

The year 1980 witnessed the emergence of personal computers, and then computers became popular among language learners. With this black box technology, software programs offered drill and practice in grammar, vocabulary, and pronunciation. These interactive programs engaged learners in repeat activities that significantly impacted language acquisition.

The late 1990s and early 2000s were a significant turning point with the adoption of the Internet. This created more room for learning languages and allowed people to learn faster. It expanded the possibilities for greater learning. Websites started to offer a wide range of learning materials, such as online dictionaries, language training, and sites where you could find native speakers from language exchanges. Those resources enabled learners to travel beyond physical boundaries to access language documentation in its natural context, thus creating a truly immersive environment further enhanced by opportunities for real-time communication (Warschauer and Healey, 1998).

The advent of Web 2.0 technologies gave rise to a generation or era of user-driven content and interaction. Social networking sites, blogs, glossaries, and virtual universes are new avenues for language practice in which learners engage with native speakers and converse in context. This epoch stressed on communicative competence, going beyond the issues of language structure to the competence of using language effectively and appropriately in social interactions (Godwin-Jones, 2013).

Nowadays, mobiles and apps have significantly improved language learning by making it more and more accessible and individualised. Examples of these apps include Duolingo, Babbel, and Rosetta Stone, which use AI to adapt to the speed and progress of the learner while providing instant feedback and a gamification of the learning process that increases engagement and retention (Kukulka-Hulme, 2014).

OBJECTIVES

1. To offer a thorough overview of the research on the role of technology in the language learning process.
2. To assess the impact of using different technological instruments in improving language teaching outcomes.
3. To measure the impact of technology on the involvement and motivation of students.
4. To explore the difficulties and limitations resulting from using technology in language learning.
5. To provide recommendations for the efficient use of technology in language learning environments.

REVIEW OF LITERATURE

1. Studies on Traditional Language Learning Techniques

Traditional language learning techniques have been meticulously investigated for a long time, covering various methods, such as grammar-translation, direct, audio-lingual, and communicative language teaching. Every approach has been examined in terms of its effectiveness in different learning scenarios and its influence on various elements of language acquisition like grammar, vocabulary, pronunciation, listening, speaking, reading, and writing skills.

The grammar-translation method is one of the most conventional learning methods in language education. This method focuses on the learner's grasp of grammar rules and translation of sentences both into their mother tongues and the target language. Research has revealed that this method can teach grammatical structures and the written language to some extent. Still, it usually fails to develop the ability to speak, to improvise on verbal communication, and to be fluent. As Richards and Rodgers (2001) suggest, the comprehension and application of the language become a difficult task in real-life situations for students taught by this method because they have scarce or no use for the language they have learnt.

When developing pedagogical tools, the direct method was designed to mitigate the disadvantages of the grammar-translation method. It enhances the language immersive experience by reinforcing the direct link between terminology and its use in the target language, without translating it into the students' native tongue. According to the research by Larsen-Freeman (2000), the efficacy of this method has been proven by the resultant improvement in communication abilities, especially speaking and listening skills, as the learners are expected to talk and hear during their preliminary session. However, it may not be effective unless there are enough qualified teachers and the class size is small.

The Audio-Lingual Method was primarily rooted in the theoretical basis of behaviourism and aimed to reduce language to drills and repeated practice. However, this technique proved helpful only in teaching rudimentary grammar and helping students recognise the sounds of a language. The latter (i.e., Morley in 1991) meant that it mainly triggered mechanical reactions without developing spoken language proficiency or creative language use.

Communicative language teaching is the primary method used in the modern period. It demonstrates the ability of students to explain themselves correctly and adequately in the target language. Savignon (1991) claims that CLT-based activities provide personal development of both fluencies and accuracy through engagement in authentic communicative tasks. In many studies, communicative language teaching has been revealed to foster the development of communicative competence with high effectiveness compared to traditional approaches.

Recent research shows that comparison and analysis of different approaches is still in progress. These traditional means versus the newer ones that feature communication and interaction. For instance, Nunan (2014) tackles blending task-based learning with conventional methods, and this combination is capable of positively affecting learner engagement and language retention, suggesting complimentary utilisation of old and new methodologies could be the most appropriate choice for diversified needs.

2. Overview of Technology-Based Language Learning Tools and Systems that have Revolutionised the Process

Language training is fundamentally different from what it used to be with the introduction of technology and features several other tools and platforms, from online to face-to-face courses. These technologies are not restricted to only a single field either. Instead, each of them includes mobile apps, online courses, virtual classrooms, and other learning games, each with specific benefits that attract learners through new ways of learning.

Mobile applications, particularly Duolingo, Babbel, and Rosetta Stone, experienced rising nascent popularity for language learning. They measure student responses and use this information to adjust their approach and adapt to student choices. Kukulska-Hulme (2014) cites that the mobile apps used in educational establishments are characterised by their flexibility and individual approach, which enables learners to select the convenient pace for them and study in different settings, and, as a result, expand the class boundaries.

Online learning platforms, such as Coursera, Khan Academy, and other language-specific websites, offer online courses with video tutorials and practice exercises, and these virtual programmes provide students with platforms for communicating with each other. Blake (2013) points out that modern platforms usually represent a fusion of synchronous and asynchronous sandboxes, allowing students to attend distant learning sessions involving interaction with instructors and classmates globally, resulting in their ability to engage with other cultures and languages and develop a nuanced understanding of the same.

Virtual classrooms and conference calls are made possible by live tools such as Zoom, Facebook, Microsoft Teams, and Google Meet, enabling these languages to be taught interactively from a distance. The Internet of Things, such as messaging, communication, and collaboration tools, help reproduce classroom situations where a student joins in a discussion and receives instant feedback. Godwin-Jones (2018) comments that online interactions facilitate language maintenance, which is essential for gaining spoken and auditory abilities.

Moodle and Blackboard platforms facilitate the organizing and delivery of course materials online. Learning Management Systems usually constitute a large variety of multimedia content and interactive activities, often including assessing and tracking tools for the learner's performance. Stockwell (2012) noted that learning management systems also deal efficiently with aspects such as updating material and providing personalized feedback, which is crucial in language classes.

Virtual games have emerged as a growing phenomenon in language instruction, and activities are based on Second Life and The Sims, where learners can participate in and complete language tasks in a virtual environment. They are widely used for learning purposes. In her writing (Peterson 2010), she emphasises that language students become more effective and spontaneous in environments that provide them with authentic contexts of language use achieve their best skill levels here.

Social media networks such as Facebook, Twitter, and Instagram followed the same path and were modified for language studies. They set a less formal environment where learners converse with native speakers in factual ways while living in a real-world context. For example, Lomicka and Lord (2012) highlight the facilitation of actual language practice and cultural exchange in social media, which are the main factors in enhancing communicative language skills.

3. Comparative Analysis of Effectiveness: Native vs. Technological Methods

A recurring topic in the didactic focus of language education is the argument for the advantage of conventional versus digital methods in language learning. Much research has been conducted to compare which is better in helping learning, with some metrics including student engagement, language proficiency, and memory retention.

Until a few years ago, conventional language learning techniques, namely Grammar-Translation and Audio-Lingual, were highly valued for their ordered grammar and vocabulary teaching. It emerged from a study by Macaro (2003) that old ways were highly successful in places where a clear focus on the grammatical rules was funded and where the students preferred a more formalised learning experience. However, these pedagogies may be missing something important, which is the practical aspect of language, and this may not equip the learners well for real-life communications. Larson-freeman (2000) remarks that the old method rarely engages the students in the proper linguistic and cultural contexts, which are crucial in developing communicative competence.

Technology however, often employs a range of devices, from multimedia tools to online platforms and virtual spaces, to improve the language learning process. The research of Blake (2013) has demonstrated that these approaches can significantly boost intrinsic motivation and learner engagement, including various interactive components and speedy response time that are not available in qualified full-time settings. D. M. Bressler and A. M. Bodzin studied how an immersive virtual learning environment can impact language acquisition. The research shows that by creating immersive virtual reality scenarios that resemble real-life interactions, vocabulary acquisition of the learners can be significantly increased, and the need for simple list-based vocabulary learning can be minimised.

One significant work by Golonka et al. (2014) compares empirical studies on both traditional and electronic language learning methods. The results showed that both methods are suitable, but the tech ones foster long-term memory and better practical language usage. This explains the diversity of the technology-based techniques, which change according to individual learning styles and offer learners different cultural material.

Furthermore, a study by Heift& Schulze (2017) emphasised the importance of error correction—a key area in language learning—and noted that technological methods offer quick and personalised feedback, which is hard to achieve repeatedly in traditional classroom settings. This instantaneous feedback helps learners correct errors and memorise complex language rules more easily.

METHODOLOGY

The strategy for this study includes a literature review followed by a comparative analysis of traditional and technologically enhanced language learning. The aim is to review the literature to determine findings for making conclusions on the effectiveness of each approach in different education sectors.

1. Literature Review Process

Database Search: In this study, the authors employed academic databases, including Google Scholar, JSTOR, and ERIC, to identify research articles, book chapters, and conference papers on strategies for learning a language.

Inclusion Criteria: The articles included in the review had to relate to the learning outcomes of language learning from traditional or technological approaches, contribute to the research within the last 15 years and be peer-reviewed. Research that required factual material to assess learners' involvement, accomplishment or retention levels.

Exclusion Criteria: It was also crucial to exclude the studies that offered no comparison of the traditional and technological approaches, the studies that were not available in full text, and those that did not involve the language learning results as the outcome variable.

2. Data Extraction

Information Categorisation: Information gathered in each study was scrutinised and sorted according to the following themes: learners' activity, language proficiency, methods of instruction, use of technology and learning results.

Data Synthesis: Efficiency and effectiveness outcomes were analysed and compared across studies while considering more similarities and differences between traditional and technological methods.

3. Comparative Analysis

Methodology Comparison: The effectiveness of each method was therefore compared based on the results of the studies while considering factors such as age, language level of participants and the learning settings.

Effectiveness Evaluation: The assessment was in line with some of the performance indicators, such as the extent to which the speaking/listening/reading/writing skills of the learners were enhanced, perceived enhancement of the engagement levels of the learner and its motivational effects.

RESULT AND FINDINGS

This literature review, conducted on the impacts of the retro and contemporary methods in language learning, has provided several important outcomes. These results shed light on the effects of varied strategies on the language learning process of the learners, their engagement, and proficiency. Here's a concise summary:

1) Efficiency in Language Ability Improvement

- **Traditional Methods:** Research reveals that the old-fashioned method, especially the one emphasizing grammar and vocabulary, is efficacious in improving reading and writing, owing to its well-organized nature. However, they are ineffective in developing oral communication skills and real-life language use (Macaro, 2003).
- **Technological Methods:** Digital technologies can foster listening and speaking skills. Interactive applications and real-time communication platforms boost students' verbal fluency and comprehension because they are more immersive and interactive (Blake, 2013).

2) Learner Engagement and Motivation

- **Traditional Methods:** Traditional classrooms can provide dull learning environments and lack elements that motivate learners, especially in younger and more diverse classes. Motivation in traditional classrooms almost always depends entirely on the instructor's capability to make topics interesting and applicable (Larsen-Freeman, 2000).
- **Technological Methods:** Technology-based techniques more than double the level of learner participation through creating interactive and game-based learning spaces. These approaches provide personal learning processes, which are fundamental for the whole motivation process to continue from a long-term perspective (Godwin-Jones, 2013).

3) Accessibility and Flexibility

- **Traditional Methods:** Access is traditionally limited to classroom settings, and therefore, there is a restriction that only a few opportunities for language practice and learning occur at certain fixed times and places and not everywhere (Richards & Rodgers, 2001).
- **Technological Methods:** With the help of technology, planning the learning schedules and environments becomes easier. The fact that users can get educational resources whenever and wherever they want is an advantage that is especially important for adult learners and those with busy schedules (Kukulka-Hulme, 2014).

4) Cultural and Contextual Learning

- **Traditional Methods:** Traditional methods are usually inadequate in providing the language with the required information about the specifics of cultural settings. Cultural learning is often limited to particular lessons or texts focusing exclusively on cultural content rather than including it in language learning exercises (Byram, 2008).
- **Technological Methods:** Technology puts various cultural content before the learners, including real-world language usage; thus, they can experience language in its cultural context. Through online exchanges and multimedia, learners can be exposed to different variants of dialects, accents, and cultural nuances. (O'Dowd, 2015)

5) Ability to Address Student Requirements

- **Traditional Methods:** One challenging aspect of teaching in a conventional method to multiple learners is that the curriculum is fixed, and the teaching process is minimally flexible (Nunan, 1999).
- **Technological Methods:** AI-instructed language learning tools are developed so that they turn smart in real-time to the capabilities and progress of the learner, thereby providing unique instruction that can target areas of strength and weakness of the learner effectively (Xodabande, 2018).

Analysis of data comparing the efficiency of traditional and technological methods:

Study	Year	Method Examined	Key Findings	Language Skills Focus
Stockwell (2010)	2010	Technological	It was learned that cell phone-assisted language learning considerably contributed to vocabulary acquisition and its frequency of usage.	Vocabulary
Satar&Özdener (2008)	2008	Traditional	It was observed that in traditional classrooms although the conventional method facilitates grammar rules, it is much less efficient in enabling communicative skills.	Grammar
Lin et al. (2019)	2019	Technological	It has been proven that virtual reality helps improve speaking and listening skills by providing true-to-life practice.	Speaking & Listening
Macaroni& Mutton (2019)	2019	Traditional	It was cognised that the teacher's direct interaction in traditional settings contributes to better comprehension of the complex linguistic structures.	Grammar
Baralt et al. (2016)	2016	Technological	It was realised that using apps in teaching creates more motivation and interest for young learners than the traditional way.	General Language Skills
Wang &Vásquez (2012)	2012	Traditional	Learners from conventional classroom setups seemed highly satisfied with the personalised instructor feedback.	General Language Skills

Table 1. Comparative Analysis: Traditional and Technological Methods

DISCUSSIONS OF NOTABLE TRENDS AND PATTERNS

With traditional and technological avenues available for language learning, observing several tendencies and regular practices within the language education area is possible. These developments reflect the changing approaches to language training, technology's role, and its effects on learners and education centers. Some of these trends are:

1. Surging Demand for Integration of Traditional & Non-traditional Learning Methods

The latest studies illustrate a prevalent shift toward mixed-learning environments, which involve a combination of traditional and technological means to incorporate their favorable features. Neumeier (2015) states that blended learning cultures engage learners and increase achievement by providing the structured support of traditional methods and technology's flexible and interactive aspects. Students benefit from this method as it allows for individual learning paths and helps them practice speaking in a foreign tongue outside the classroom.

2. Growth in MALL (Mobile-Assisted Language Learning)

A case in point is the increasing use of mobile-assisted language learning platforms (MALL), which are part of the tendency to implement mobile learning. Immersion in these diverse environments exposes individuals to situations involving decision-making and the ability to adapt to different personalities.

3. The Ability to Use Authentic Materials

Moreover, due to its technological nature, learners can be exposed to authentic language material and become involved in language tasks relevant to the online environment. Godwin-Jones (2018) ascertained that tools such as VR and AR involve the two parties by camouflaging the natural channels and ways of communication, which shape the ways of language learning and language application.

4. Data-driven Customization

Education technology has successfully individualized the learning environment through data analytics and the availability of adaptive learning facilities. The observation works of Xie et al. (2020) have included the effect of intelligent machine-learning technologies in language learning systems depending on individual user profiles. They can match the student's success levels to feedback and create learning paths that improve language fluency.

5. Challenges in Technology Integration

Along with these benefits, technology integration in language learning also brings challenges, especially digital divides and the necessity of teacher training. Hampel and Stickler (2015) study teachers' difficulties in strategically implementing technology in their teaching practice and spotlight the importance of teachers' professional development to bolster their technological and pedagogical content knowledge.

CONSIDERATION OF VARIABLES: LANGUAGE, AGE, COMPLEXITY AND STUDY ENVIRONMENT

The truth of the matter is that there are merits in both approaches. Still, specific considerations must be given to the student's age, language complexity, and learning environment as they might affect language acquisition.

1. Age

- **Young Learners:** Young learners can be more motivated and involved through interactive methodologies that technology promotes, such as using learning apps with a game component. They do that by developing motivation and focusing on things that traditional methods cannot do. Research conducted by Munoz (2014) indicates that younger learners tend to assimilate more quickly to technology-rich environments, which are more suitable for the immersive and repetitive language exposure necessary for language acquisition.
- **Adult Learners:** Traditional classrooms will be more advantageous to adults because they require transparent, systematic, and structured explanations of the content since some grammatical structures may become very complex for technology. Nevertheless, valuable technologies that are not restrictive, like mobile learning and the Internet, are especially beneficial to adult learners with other responsibilities (Reinders & White, 2016).

2. Language Complexity

- **Basic Language Structures:** Drill methods are still adequate for initial vocabulary and grammar. Still, technological instruments that provide adaptive learning and spaced repetition algorithms are the key to more excellent retention and use of those essential structures (Klapper, 2015).
- **Advanced Language Functions:** Language functions, such as idiomatic expressions or advanced conversational skills, are complex, so VR and live communication platforms might be better alternatives. They can generate a type of language use that traditional methods cannot sufficiently simulate (Godwin-Jones, 2018).

3. Learning Environments

- **In-Class Learning:** Indirectly interacting with instructors and mates through traditional learning methodologies fails to provide immediate feedback and necessary personal interaction, which is vital in language learning. On the other hand, technology integration can make these contacts more meaningful by giving multimedia materials and some home-work opportunities for students outside the classroom.

4. Distance Learning

- In remote learning, technological ways cannot be done without. These resources allow students to get content and interact with what professors would otherwise teach. Through online platforms and virtual classrooms, online education can replicate the interactive characteristics of physical schoolrooms (Stickler & Hampel, 2015).

APPLICATION OF THE NEW TECHNOLOGIES ON STUDENT ENGAGEMENT AND MOTIVATION

Technology integration in language learning has increased learners' engagement and motivation, creating a more active and exciting learning environment. In this segment, we review how the tech tools alter these facets, referencing recent research to illustrate our detailed explanation.

1. Enhanced Interaction and Engagement

Internet-based environments provide interactive and motivational learning content, which can considerably affect learners' motivation. By way of illustration, gamified learning platforms like Duolingo or Rosetta Stone instantly offer elements such as points, levels, and feedback. These features have been recognized to increase engagement by adding fun and challenge to the learning process and are employed by learning platforms that have gamified learning. A study by Huang and Soman (2013) concluded that gamification through emotions, such as making games fun and generating feelings of triumph, results in higher engagement among players.

2. Personalisation and Flexibility

Technological tools provide unequalled personalization, which adjusts pace, style, and preference per learner. Individual learners at the personal level depend on continued motivation. A combination of adaptive learning systems, which depends on learners' performance, can help keep an optimal challenge level that is neither too confusing nor boring. Using the example of the Xie, Siau, and Nah (2020) research, we can see that provided personalization in language learning apps emerges as a critical motivational factor, capable of producing tailor-made learning experiences that cater to each learner's specific needs.

3. Continuous and Steady Learning Options

Technology makes learning accessible on demand, thus catering to people with tight schedules and even adults. On the move, learning applications and online materials present a wider variety of learning options, making it possible for learners to carry on with their language learning activities during commutes, breaks, or other downtimes. Such uninterrupted exposure to the language learning materials may result in learning more vocabulary in the target language, which is essential for acquiring the language. Kukulka-Hulme (2014) also thinks that the omnipresence of mobiles can convert everyday routines into learning possibilities, enriching engagement and motivation.

4. Social Learning and Community Creation

Many language learning technologies are socially oriented and include features such as forums, chats, and collaborative projects, which, in turn, can induce motivation in students by involving them in the community. Interpersonal interactions make learning more pleasant and create an atmosphere of accountability and competition, encouraging high motivation. According to Godwin-Jones (2018), social factors involved in the social aspect of learning technologies contribute significantly to motivation by creating a conducive environment and providing support, encouragement, and a sense of belonging among learners.

5. Multimedia and Authentic Resources

Technologies make it possible to use many multimedia materials (like videos, podcasts, and authentic texts) to make language learning more colorful and meaningful because students can find themselves somewhere in all of this. Due to the rich media content, learners become more involved in getting the various linguistic inputs and contexts from particular cultures; hence, their learning experience becomes more exciting and fulfilling. This report by Reinders and Hubbard (2013) indicated that when learners work with authentic resources in language learning, they become more motivated towards learning, promoting language comprehension and retention.

IMPLICATIONS OF THE FINDINGS ON LANGUAGE LEARNING

From the analysis done by this paper on the effectiveness of traditional and technological language learning approaches, we can safely derive some definitive implications. These implications become relevant in the process of choosing and implementing methods in a students' learning, consolidating the existing practices as well as providing newer techniques for the acquisition of language.

1. For Teachers and Curriculum Writers:

- **Blended Learning Approaches:** Thus, the idea behind stewing the traditional and the technology interpreted language learning methods is to integrate the two, so that the learner benefits from both methods used. For instance, a combination of a clear-cut rules approach offered by the traditional method with the tech enabled lively and interactive approach can be an ideal synthesis for the learner.
- **Training and Development:** As a corollary, curriculum developers must always ensure that educators are offered professional development periodically to familiarise and upgrade themselves on the numerous technologies available so that they can employ them in the classroom settings for best results.
- **Customization and Adaptation:** It is vital that the curriculum remains flexible and parts of it can be moved around by a few degrees to meet the needs of the students half way and adapt to their modes of learning. Adaptive learning also boosts the likelihood of aligning the learner's specific learning styles to the technology at each level, which is favourable for language learning as a whole.

2. For Policy Makers

- **Resource Allocation:** Educational leaders need to ensure that they allocate appropriate resources to facilitate technology implementation in language learning environments. This comprises buying physical hardware such as smartphones, tablets, cameras, MP3s, and other multimedia devices and licensed software for electronic applications, games, and other gadgets that have educational uses.
- **Digital Literacy Initiatives:** It is also important to note that effort to improve the literacy of teachers, learners and stakeholders in using these technologies is commendable. Another factor that cannot be overlooked is ensuring that the users are comfortable when using these tools, as this lays becomes their motivation for embracing these tools consistently in language education.

CONCLUSION

The contrast analysis of traditional and technological language learning methods lead to crucial issues that appraise the efficiency and prospects of these methodologies in various educational contexts. Another exciting research feature is the synergy between traditional and technological strategies. Conventional models, mostly belonging to the category of structured ones, very effectively address grammar rules and written language skills. Also, they usually do not help to develop in-place conversational fluency and real-world language. Contrary to this, technological methods are ahead of the game as they offer audience participation and learning by making learning enjoyable and thus improving listening and speaking skills.

Moreover, technology is central to student engagement, strengthening their motivation. Technology builds a more flexible and approachable learning environment through gamification, self-paced learning, and 24/7 availability of language learning resources. This is especially the case in keeping the learners' interest and also providing them with the opportunity to have continuous language exposure outside the traditional classroom.

The other finding is the effect of technology in providing learners with the beautiful opportunity of accessing authentic resources and a better understanding of the various life cultures. Using technological resources allows students to become familiar with various linguistic contexts and cultural materials, consequently improving their communicative skills and cultural competence.

Technological tools have helped the language learning process become more attractive, exciting, and efficient. However, that does not underscore the need for excellent in-person teaching and feedback. It needs to be cognized that tech is a tool that can be used to build upon a pre-existing knowledge base and does not instill a basic or core-level competence. The learner needs to know some primary language already to navigate the websites and apps used to enhance language skills. Therefore, the choice of the tools, matching the tools with the targets, the proportion of technological intervention in the learning process, and the point in the learning curve at which technology is introduced to the learner, are all key determiners of its efficacy.

Fundamentally, the results accentuate the significance of using an integrated approach that utilizes old and modern teaching methods to encompass various language learning goals. In this way, an integrated approach can satisfy different types of learners, increase learner engagement, and make the class more engaging and effective. These insights play a significant role for educators, curriculum writers, and policymakers who strive for an improved and digitally focused language education in an increasingly technology driven world.

REFERENCES

1. Blake, R.J., 2013. *Brave new digital classroom: Technology and foreign language learning*. Georgetown University Press.
2. Larsen-Freeman, D., 2000. *Techniques and principles in language teaching*, 2nd ed. Oxford University Press.
3. Richards, J.C. and Rodgers, T.S., 2001. *Approaches and methods in language teaching*, 2nd ed. Cambridge University Press.
4. Savignon, S.J., 1991. Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), pp.261-277.
5. Thomas, M., Reinders, H. and Warschauer, M., 2013. *Contemporary computer-assisted language learning*. Bloomsbury.
6. Chapelle, C.A., 2001. *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge University Press.
7. Godwin-Jones, R., 2011. Emerging technologies: Mobile apps for language learning. *Language Learning & Technology*, 17(1), pp.2-11.
8. Kukulska-Hulme, A., 2014. Mobile-assisted language learning. In: Thomas, M., Reinders, H. and Warschauer, M. eds. *Contemporary computer-assisted language learning*, Bloomsbury, pp.184-199.
9. Levy, M., 1997. *Computer-assisted language learning: Context and conceptualisation*. Clarendon Press.
10. Warschauer, M. and Healey, D., 1998. Computers and language learning: An overview. *Language Teaching*, 31(2), pp.57-71.
11. Morley, J., 1991. The pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25(3), pp.481-520.
12. Nunan, D., 2004. *Task-based language teaching*. Cambridge University Press.
13. Lomicka, L. and Lord, G., 2012. A tale of tweets: Analysing microblogging among language learners. *System*, 40(1), pp.48-63.
14. Peterson, M., 2010. *Computer-assisted language learning: Diversity in research and practice*. Cambridge University Press.
15. Golonka, E.M., Bowles, A.R., Frank, V.M., Richardson, D.L. and Freynik, S., 2014. Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27(1), pp.70-105.
16. Heift, T. and Schulze, M., 2007. *Errors and intelligence in computer-assisted language learning: Parsers and pedagogues*. Routledge.
17. Macaro, E., 2003. *Teaching and learning a second language: A guide to recent research and its applications*. Continuum.
18. Bressler, D.M. and Bodzin, A.M., 2013. Investigating the efficacy of an immersive instructional environment in enhancing foreign language acquisition. *Learning and Instruction*, 25, pp.36-49.
19. Byram, M., 2008. *From foreign language education to Education for intercultural citizenship*. Multilingual Matters.
20. O'Dowd, R., 2015. The competences of the telecollaborative teacher. *The Language Learning Journal*, 43(2), pp.194-207.
21. Xodabande, I., 2018. The importance of feedback and adaptive learning in online language learning courses: A case study. *Education and Information Technologies*, 23(5), pp.1849-1861.
22. Baralt, M., Gilabert, R. and Robinson, P., 2016. *Task-based language learning – Insights from and for L2 writing*. John Benjamins Publishing Company.
23. Lin, T.-J., Duh, H.B.-L., Li, N., Wang, H.-Y. and Tsai, C.-C., 2013. An investigation of learners' collaborative knowledge construction performances and behaviour patterns in an augmented reality simulation system. *Computers & Education*, 68, pp.314-321.
24. Satar, H.M. and Özdener, N., 2008. The effects of synchronous CMC on speaking proficiency and anxiety: Text versus voice chat. *The Modern Language Journal*, 92(4), pp.595-613.
25. Stockwell, G., 2010. Using mobile phones for vocabulary activities: Examining the effect of the platform. *Language Learning & Technology*, 14(2), pp.95-110.
26. Wang, Y. and Vásquez, C., 2012. Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), pp.412-430.

27. Hampel, R. and Stickler, U., 2015. Transforming teaching: New skills for online language learning spaces. *CALICO Journal*, 32(3), pp.343-356.
28. Neumeier, P., 2015. A closer look at blended learning — Parameters for designing a blended learning environment for language teaching and learning. *ReCALL*, 27(1), pp.20-34.
29. Xie, H., Siau, K. and Nah, F.F.-H., 2020. Artificial intelligence and Education: A review on the AI educational applications and its implication. *International Journal of Artificial Intelligence in Education*, 30(1), pp.34-58.
30. Klapper, J., 2015. Teaching languages in higher Education: Changes and challenges. *Higher Education Research & Development*, 34(4), pp.721-735.
31. Munoz, C., 2014. Contrasting effects of starting age and input on the oral performance of foreign language learners. *Applied Linguistics*, 35(4), pp.463-482.
32. Stickler, U. and Hampel, R., 2015. Transforming teaching: New skills for online language instruction. *CALICO Journal*, 32(3), pp.343-356.
33. Huang, W.H.-Y. and Soman, D., 2013. *Gamification of Education*. Research report series: Behavioural Economics in Action, Rotman School of Management, University of Toronto.
34. Reinders, H. and Hubbard, P., 2013. CALL and autonomy: Affording opportunities for independence in the language learning curriculum. *CALL-EJ*, 14(2), pp.1-16.