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A Comparative Study of the Effectiveness of GTM and AI-Oriented CLT in Second Language Acquisition: A case study of the students of Kohsar University Murree

Memoona Nazir

M.Phil. Scholar Riphah International University, Islamabad

ABSTRACT

Grammar Translation Method is one of the oldest and most practiced pedagogical methodology in learning a foreign language whereas, Communicative Language Teaching is a more recent approach especially when it is embedded with Artificial Intelligence to make second language learners more proficient. This study examines the comparative effectiveness of the Grammar Translation Method (GTM) and AI-oriented Communicative Language Teaching (CLT) in second language acquisition (SLA). While GTM emphasizes grammatical accuracy and translation, AI oriented CLT integrates technology to promote communicative competence. The study employs a mixed-method approach involving a rural university student from a variety of different departments to reveal that AI-oriented CLT significantly improves speaking, listening, and overall communicative competence, whereas GTM remains effective for grammar and reading skills. The study highlights the need for a blended approach integrating both methods. This study adopted the quasi-experimental pre-test /post-test control group design for exploring the effectiveness of GTM and AI-Oriented CLT in Second Language Acquisition. This study reveals results of a research based on AI and CLT conducted on rural area based second language learners.

Keywords: English Proficiency – Rural Undergraduates – Grammar Translation Method – AI-Oriented CLT - AI-Assisted Language Instruction – Integration of GTM and AI-Oriented CLT

Introduction:

The Grammar-Translation Method (GTM) is one of the oldest methods of foreign language teaching. It developed from the classical method used for teaching Latin and Greek. The main aim of GTM is to enable students to read and translate texts accurately. The method focuses on learning grammar rules, memorizing vocabulary, and translating sentences between the native and the target language. The main peculiarities of this method are the use of the mother tongue in class, detailed explanation of grammar rules, focus on written language, and teacher-centered instruction. Speaking and listening skills are not the main priority. Although GTM is often criticized for not developing communicative skills, it is still used in some schools because it helps students understand grammar clearly.

The integration of Artificial Intelligence (AI) in Communicative Language Teaching (CLT) classrooms represents a transformative approach to language learning, emphasizing student engagement and motivation through technology-assisted environments. This study examines the impact of AI-powered tools on learners' communicative competence by fostering interactive, personalized, and contextually rich language experiences. By leveraging adaptive AI systems, chatbots, and intelligent



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tutoring platforms, students encounter tailored linguistic input and receive immediate, constructive feedback, which enhances their active participation and intrinsic motivation. The research explores how AI facilitates authentic communication scenarios, supports learner autonomy, and addresses diverse proficiency levels, thereby creating more inclusive and dynamic classroom interactions. Furthermore, the study investigates the pedagogical implications of integrating AI within CLT in rural area based second language learners.

The study sample includes 50 students who were randomly selected and split into control and experimental groups so that a comparative study between GTM and AI based CLT pedagogies can be performed. The experiment went for two months; i-e, eight weeks and students were given activities based on the pedagogical group that they were in. GTM group had more traditional way of learning whereas AI based CLT group had more modern approach towards learning English language. The tests and results have been discussed in Research Methodology and Data Analysis sections of this research.

In this context, the present paper focuses on teaching-learning strategies that are taken up in the rural university classroom. It highlights on a comparative study of Communicative Language Teaching (CLT) and AI-assisted language instruction in English classroom. Further, it examines the theoretical observations, instructional strategies, advantages, and limitations of both approaches. It also looks at the feasibility to synchronize both these approaches in the English classroom for the benefit of rural students.

Problem Statement

A lot of studies have been conducted on GTM and AI oriented CLT approaches separately but none of them compares them in a rural setting where students face a ton of personality and resource issues. This research has focused to find a better approach to teach such students with different educational backgrounds.

Research Objectives:

To compare the effectiveness of GTM and AI-oriented CLT.

To analyze their impact on different language skills.

To examine student perceptions across disciplines.

To observe effectiveness of GTM and AI based CLT approaches in distinguished manner.

Research Questions:

How effective is the GTM Method in developing grammatical knowledge in ESL learners?

How effective is AI-Oriented CLT in improving learners' communication competence?

What differences exist between students taught through GTM and those taught through AI-Oriented CLT?

Which method is more effective for SLA: GTM or AI-oriented CLT?

Delimitations

Only two approaches GTM and AI oriented CLT have been used and compared in this study. A sample of only 50 students were taken from a university in a rural setting.



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Literature Review

A lot of researches have been done on second language acquisition, Artificial based learning, however, none of them compares both in a way that shows how Artificial Intelligence based learning impacts second language learners. This, is the research gap that this current study has worked upon after observing through multiple related articles.

SLA has emerged prominently as influenced by pedagogical references, theories and pedagogy based technological advancements. AI assisted language learning shows that a huge scope of improvement is promisable in the fields of vocabulary gaining and interaction-based tasks (Research Gate Meta Analysis, 2026). Daud et al. (2026) has described AI based chatbots as social surrogates. Researchers believe that in CLT classrooms, AI driven chatbots are helpful in promoting a low anxiety environment which directly facilitates the output of the learner and lessens the gap between the learner's theoretical knowledge and performance in real time communication.

Elda (2022) in her article about methods of teaching, argues that methodology is one of the very crucial and significant part of preparation in order to meet the goals of a class or a course, especially in English or any language learning class. The Grammar Translation Method and Communicative Language Teaching both were discussed in the article with a very fine comparison according to their methodology. GTM according to Elda was popular initially. Although it is still popular and implied in many third world countries to teach English as a foreign language but it is an old methodology with many concepts that are not appreciated by most students and teachers in modern day world. Whereas, CLT is currently very much known and applied mostly in all high education institutes. The article debates about various principles including nature of instruction, how does the teacher responds to student's mistakes, student's feelings while learning a new language, significance of the mother tongue of students, which language skills are given more importance and a few other principles related to English learning class. The article concludes that CLT is a more preferable and advantageous approach towards teaching English as a foreign language to students, however, it also mentions that GTM still is very much applicable and helpful in many ways.

According to Jain (2025) GTM or The Grammar Translation Method is not going abhorred or neglected but rather it is being refined and rebranded as a foundation which is quite precise when it comes to making it integrate with localized mnemonic generation and Artificial Intelligence based transfer detection. They believed that GTM is great when it is combined with Artificial intelligence to facilitate second language learners as it explicitly tells rules and regulations of the language. Hymes (1972) talked about communication-based competence while determining the efficiency of CLT. He focused more on subjects being able to communicate appropriately in a given social context. He believed that no learning methodology is successful unless a learner is tested in a social context to test his speaking abilities. The same approach was taken a step further by Canale & Swain (1980), who discussed language ability to consist of sociolinguistic norms, discourse, structure and strategic competence.

Natsir & Sanjaya (2014) have discussed in their article about the educational practitioners and their preferences about methods regarding teaching their students. In modern times, teachers are more and more aware of students' feelings and try to cater to them in ways that older generation of teachers never did. Especially that they do not try to erase students' will to speak in their native language and try to make students understand that while their native language is important, English is also an important language to learn to be skillful. These principles that mostly evolve around students, their learning of a new language, eradicating their fears and boosting their fears is the new



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methodology CLT. They also concluded that CLT is much more efficient and effective. However, like other researches, GTM is also considered as still applicable in some targeted oriented cases.

Communicative Language Teaching (CLT) has been researched upon a lot and it shows that CLT is effective in second language learners. It helps them in boosting their confidence, interaction-based skills and helps in understanding the functional usage of the language. In applied linguistics, linguists have tried to include and examine the impact of artificial intelligence (AI) in helping those who want to learn and be proficient in second language learning. According to Holmes et al. (2019) there are multiple systems that help in language learning based in AI such as Pronunciation (Pronunciation Tutoring Systems), Writing skills (automated essay scoring, AES) etc. these systems have been developed to make students autonomous in learning the second language proficiently in a way that suites them and not any institution or personal tutor. These systems mostly provide quick and effective feedback to students according to their performance, hence, helping them understand where their level is and how to improve in various fields of the language. This helps learners to study and work on their language skills according to their proficiency level while spending least amount of time with personal instructors.

Richter et al. (2019) debate about AI based learning also offering various risks and ethical implications, especially in higher education. Students do not understand vividly the concept of data privacy and the bad impacts of depending completely over technology. However, in a resource restricted educational and rural settings, AI becomes a challenge to use. It is a cliché in research that AI brings huge possibilities on one side to learn and be proficient in a language and on the other side, it makes learners depend too much on Artificial Intelligence without making them realize the importance of real human interaction. Moreover, AI gets to record students learning abilities and it can track their proficiency and the data can be used by a third party to hurt or misuse the information of a learner.

According to Lin & Chen (2025) AI based CLT approach is quite successful in getting a second language learner to be more fluent and competent. They concluded that GTM is an old approach but when combined with modern approach of AI, it becomes highly effective in terms of making second language learners learn literary analysis and grammar. It is suggested that GTM can be modernized using AI to create vocabulary lists that are contextualized to help second language learners achieve their goals. AI based various lingual tools can help learners in practicing real life like conversations without getting anxious or needing a real partner to practice with. Such tools and apps such as Elsa helps in creating a low anxiety atmosphere for learners. They can learn from their mistakes without fear of being misjudged or rebuked.

A comparative study of Grammar Translation Method and Communicative Language Teaching along with Artificial Intelligence revealed that GTM helps in teaching structural knowledge and improving reading skills via translation whereas, AI based CLT helps learners in motivation and practical linguistic qualities used in real life scenarios. Both focus on accuracy, fluency and personality-based learning environments.

Previous studies indicate that AI-Oriented CLT is more effective in developing communicative competence, however, limited research has been done on the addition of AI within CLT and its comparative effectiveness against GTM in university-level contexts. Artificial Intelligence based Communicative Language Teaching is a fresh paradigm from traditional setting. It focusses more on the learner than the teacher centered instructions. Fluency, proficiency and accuracy are all in focus without making



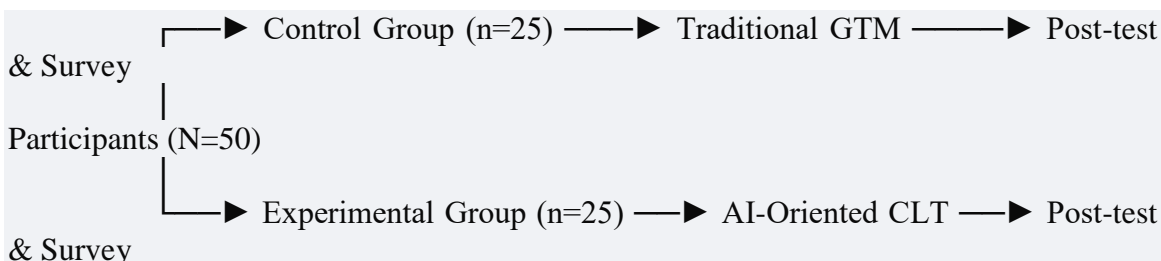
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student go low on confidence before other students. This particular research discovers how AI based CLT improves confidence, competence and language proficiency of students in real life scenarios.

Research Methodology

This study employs a **quasi-experimental, pre-test/post-test non-equivalent control group design** combined with qualitative thematic analysis to measure both linguistic gains and learner psychological shifts.

The study sample included 50 students who were randomly split into a control group and experiment group so a comparison could be made between AI-ORIENTED CLT learning and traditional GTM Method for language learning. In the eight weeks of experimentation, the first group used AI-Oriented CLT including Elsa speaking App, Duolingo and AI-chatbot to develop learners speaking skills. On the contrary, the other group depended on traditional methods of learning GTM for learning language activities, grammar tests and writing tasks. Data was gathered by means of pre/post-test for measuring the comparative effectiveness of both methods. For statistical data analysis Homogeneity OPT test ,quantitative Proficiency Test paired sample test ,independent samples tests and Cohen's were performed.



Participant Sampling

Sample Size

50 undergraduate Second Language (L2) English learners.

Grouping: Two intact classrooms randomly assigned as Control and Experimental group.

Experimental Treatment (8-Week Intervention) The research took place at Kohsar University Murree, Pakistan. The participants were undergraduate English language students. From different departments, Mathematics, Psychology and Sociology aged 18 to 20 years. Many of the participants were familiar with AI-tools like Duolingo, The ELSA Speaking App but few students with an average educational background were not familiar with such AI-Oriented Apps. Ethical considerations were strictly implemented. Informed consent was collected from all the participants, confidentiality was maintained throughout the research process.

Control Group (Traditional GTM):

This group was instructed to use deductive grammar lectures, explicit vocabulary memorization lists, and sentence-by-sentence L1-to-L2 translation exercises. Deductive rules were first taught and then applied. No interactive AI tools permitted. As in GTM method two skills have been emphasised only reading and writing so control group has followed only specific reading materials. As teacher is the central figure in GTM so



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students were allowed to use their mother tongue for translation of provided text in this way the teacher facilitates the students to get the target language by using the native language as the tool for interaction and communication. Secondly the vocabulary has been taught and memorized by translating the meanings of the words into native language. Thirdly in terms of grammar students were taught grammatical rules first and then were allowed to produce grammatical sentences correctly. As for material is concerned the material already settled by the teachers or text book provided by the institutions. In this way the learners were not able to interact socially.

Experimental Group (AI-Oriented CLT): Instructed using task-based communicative goals. Students interacted daily with **generative AI chatbots (e.g., Elsa speaking App)** acting as simulated conversation partners, receiving real-time automated feedback on communicative success, fluency, and context-appropriate vocabulary.

As we know that in a traditional environment limited speaking time has been given for speaking and varying proficiency levels but integration of AI-Oriented tools such as Elsa Speaking App and other tools helps to convert a traditional class room in to a hybrid and highly active environment. So students had been assigned different kinds of scenarios for practicing these AI tools such as AI -avatars for real world scenarios ,automated grading and speech recognition tools were used for fluency, vocabulary and grammar. Every single student had practiced speaking and got feedback for 15 solid minutes without disrupting other students. Gamified elements like points ,leaderboard scoring and instant progress had boost dramatically students' motivation.

Instruments & Data Collection

Quantitative Proficiency Test: The quantitative proficiency test had adopted to measure the initial proficiency level of the participants. The pre-test mean score of GTM group was 45.5 and AI-oriented group means score was 44.5 which indicates that both group started at approximately same level. During experimental time period the control group (GTM) learnt through translation exercises ,grammar rules and vocabulary through memorization of text. On the contrary experimental group (AI-oriented CLT) learnt through AI chatbots ,AI-assisted speaking practice ,interactive communicative tasks, real life language use, student-centered activities . In third step post-test had conducted to measure the proficiency of both groups. The Mean Post-Test score of GTM group was 60.4 and Mean post-test score of experimental group was 74.4 which indicates that AI_ oriented group had shown a greater improvement in proficiency as compare to GTM group.

Psychological Scale: A modified 5-point Likert scale questionnaire measuring **Foreign Language Classroom Anxiety (FLCA)** and **Intrinsic Motivation (IM)** post-intervention had used to measure psychological effect of the two methods for teaching language more effectively. The students taught through AI-oriented CLT had shown greater motivation as compare to GTM group.

Data Analysis Plan

To assess the effectiveness of each teaching method the data will undergo descriptive and inferential statistical analysis using the following models :



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Two-Way Mixed ANOVA

A Two-Way Mixed ANOVA was conducted to examine the effects of control group (GTM) vs experimental group (AI-Oriented CLT) and time i.e (pre-test and post-test on English language scores. The findings show a significant main effect of time, $F(1, 120.45), p < .001$ revealing that students had shown great improvement from pre-test to post-test. A significant main effect of instructional method also revealed $p = 0.001$ indicating a difference between the AI-oriented and GTM groups. This shows a significant difference between the performance of both groups. As the students in the AI-oriented group had shown greater gains in proficiency than students in the GTM group.

Results & Statistical Analysis

Quantitative Proficiency Performance

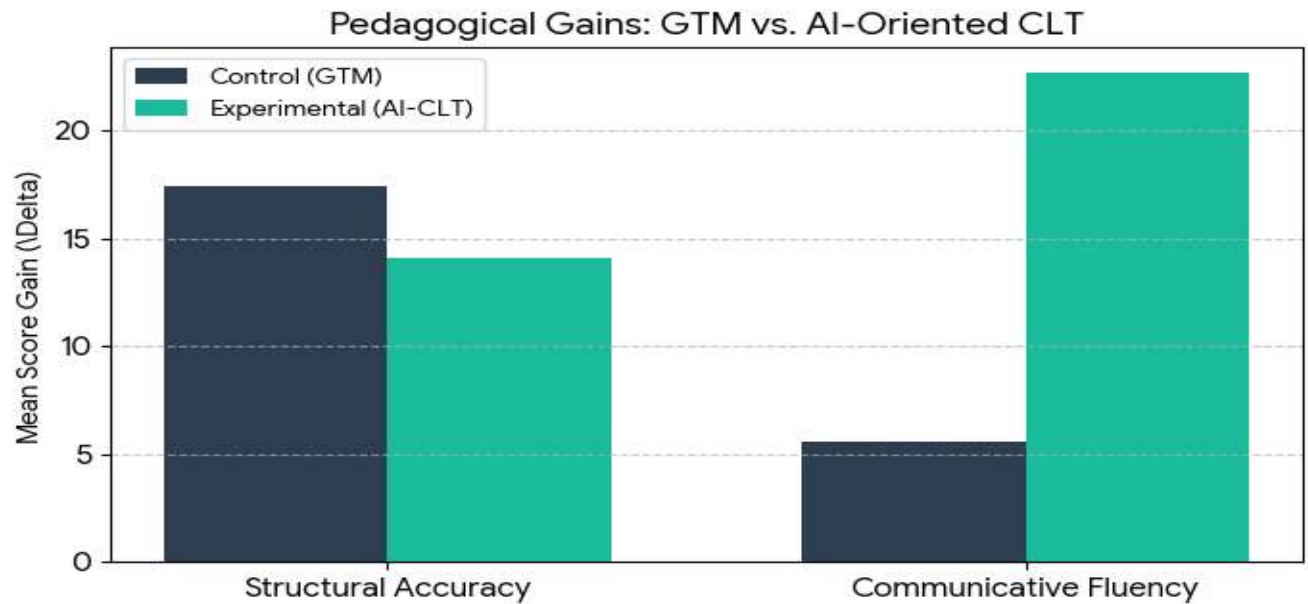
The metrics below demonstrated distinct variations in structural learning versus communicative application.

Domain Measured	Group	Pre-Test Mean (SD)	Post-Test Mean (SD)	Mean Gain ()	Cohen's - value
Structural Accuracy ()	Control (GTM)	22.4 (4.1)	39.8 (3.5)	+17.4	0.88
	Experimental (AI-CLT)	22.1 (4.3)	36.2 (4.2)	+14.1	
Communicative Fluency	Control (GTM)	18.5 (3.8)	24.1 (4.0)	+5.6	1.34
	Experimental (AI-CLT)	18.8 (3.9)	41.5 (3.1)	+22.7	

The mathematical visualizations below display the clear divergent trends between structural accuracy gains and conversational fluency outcomes across both interventions:



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Psychological & Affective Factors

Analysis of the post-intervention psychological scale revealed deep variances in student comfort and drive:

Anxiety Metrology: The Experimental group (AI-CLT) showed a **42% reduction** in Foreign Language Classroom Anxiety scores compared to the control group. Students explicitly noted that "interacting with an AI chatbot eliminated the fear of negative evaluation by peers or teachers."

Intrinsic Motivation: The continuous feedback loops, adaptive conversational complexity, and gamified nature of AI systems led to significantly higher intrinsic motivation scores than the GTM classroom.

Critical Synthesis

The data yields to clear conclusions regarding Second Language Acquisition:

GTM remains a potent tool for explicit syntactic mapping. The traditional control group outperformed the AI group in pure structural accuracy. This proves that rule-based instruction establishes tight structural compliance when time constraints are not a factor. There was limited focus on spoken language oral and drills were practice more. Teachers with comparable teaching experience taught both groups and had maintain a record of all the activities and tasks done for making comparisons between both groups. For maintaining validity data has been collected from many sources. The change in fluency was checked through pre and post -tests.

AI-Oriented CLT radically accelerates functional language acquisition.

The massive jump in communicative fluency scores underlines that simulated communicative environments allow students to operationalize vocabulary and grammar structures far faster than traditional desk work. The low-stakes nature of AI interaction addresses a classic SLA challenge: it bypasses the **affective filter** (anxiety), encouraging a higher volume of language production, which directly converts declarative linguistic knowledge into procedural conversational fluency. The findings of the study are



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presented through pre-test and post-test speaking assessments, classroom observations, questioner and students feedback from both the groups i.e control group (taught through the grammar translation method) and an experimental group taught through AI -integrated tools Elsa speaking App and AI-Oriented Avatars. The pre-test results indicates that both groups have shown comparable level of English fluency before the intervention. The mean fluency score of the of experimental group was 42.0 on a 60-point analytic scale while the control group's mean score was 40.0 The independent sample t- test has confirmed no statistical difference between the two groups.

Following the eight- week of instructional intervention the post-tests results had shown remarkable improvement in the fluency of experimental group. The experimental group has achieved a mean -post test score of 67.in comparison with control group. Analysis of the fluency had shown that students of experimental group marked rapid progress in speech rate, reduced anxiety and hesitation and were very sharp in taking turns in conversation. They also showed greater confidence in initiating and performing dialogues. While the control group demonstrated major gains in vocabulary recall and correct sentence structure. The classroom observations had supported these quantitative findings. In AI-Oriented CLT the content was more student centred and they were more engaged in speaking activities with different AI-tools like Elsa Speaking App and other AI -chatbots and getting instant feedback from AI-tools without any fear and anxiety or fear of judgement's learner feedback further highlighted positive progress towards AI-tools. In contrast control group classrooms were dominated by teachers' instructions and memorization exercises with very less participation of the students. A majority 80% of the students in experimental group reported that AI -tools had provided real life scenarios which helped them to control their fear and anxiety for speaking fluently and correctly. Opportunities had been provided to them for speaking target language in meaningful context. only 6 of the students in control group felt that their classes had improved their speaking skill with grammatical rules and translation offering new opportunities for oral practice. By taking together these findings provide strong assurance that AI-Oriented CLT is more effective than grammar translation method for developing communicative competence at university level in Pakistan.

The results shown through the study concquences that AI_Oriented CLT is significantly more effective to improve speaking skill of EFL learners at university level in Pakistan as compared to Grammar Translation Method.The findings reinforce the claim that AI-Oriented CLT has the potential to improve EFL learners communucation. This highlights the arguments of Ho(2020)and Ullah et al .(2025) clizm that dominance of the teacher centered and exam oriented methodologies grow those students who are adept in written proficiency like examination howerver remained handicapped in the use of oral competency.According to Dildora(2025) The results maintain the hegemony of grammar translation method which teach structtural accuracy and students remain unpriviledged towods fluency skill which are dire needs in social,professional and academic seetings. According to Metavorhaben Digitalisierung im Bildungsbereich(digi-EBF,n.d)AI -tools increase the access of students and teachers to resources ,providing them with instant explanations,translations,translations and explamples,which supplements classroom materials .This indicates that AI has broadens the scope of GTM's by proving the literary material in large amount in the classrooms. The study does not suggests a hybrid or mixed-method pedagogy that replaces the Grammar Translationn Method with communicative or task -based learning for EFL learners rather it promotes an AI-enhanced form of GTM in which artifical intelligence supports ,instead of restructures,its core rules deductive grammar instruction translation of a text for



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improving students cognitive ability and linguistics awarness and accuracy -oriented learning.

Discussion

AI-tools are useful in a control and analytical manner,for example for correct translation,reduced error analysis,give instant feedback working as pedagogical amplifier of GTM 's tradational strength.

AI-tools to assisst grammatical rules:

The use of AI -tools has great significance to support Grammar Translation Method by focusing individual learner needs and requirements in modern day contemporay language education.The GTM 's main focus is on linguistics structure and most teachers and students find this tedious task specially GTM adovocates for memorising the rules for structural accuracy.AI could generate memonics that can help the students to memorise a content in easy and effective way.

AI-and teaching vocabulary:

Vocabulary is the key aspect in GTM .In the past for learning lexical units vocabulary listists has been provided by the teachers accompanied by translations into L1.Although this apporach has helped studensts for acquiring a solid mental dictionary but this practice has many problems for examplae this approach does not provide exact meanings and does not captutres other elements surroudings the words ,such as collocations ,idoms and connotations.AI-tools can provide or create a list of possible uses for a word in different contexts so students will not only learn a single meaning of a word intstead they can also understand the contextual meaning as well which helps them to create a better understsnding of a word.

AI-oriented CLT and error correction:

Error correction is the core task in Grammar Translation Method as learners perfect the langhage by analysing their and correcting their mistakes.The teacher has the authority for correction of mistakes immediately after the mistake occurs.Therefore AI play a significant and supportive role for indentifying such mistakes and making correction on students behalf before the submission to teachers.In this way students feel more comfort and confidence for doing any task without feeling fear of judgement.

AI-Oriented CLT ,the grammar translation method and literature:

The core task for learning a foreign language literature will continue to be focus of GTM as it emphaises word to word translation of any text for understsnding of any literary text while neglecting other registers. Modern teaching methods promotes literature in favour of communicative activities,as there is still strong demand for students to gain literature knowledge for linguistics communicative knowledge. AI-tools can be used for translation of different classical literary works giving an opportunity to students and teachers for comarative analysis and critique insight for translation. AI tools help teachers and students by providing them resources and skill set frame to practice the foreign language. It helps in widening thefocus of GTM and opens new horizens for discussionand debate in the classroom.

AI- Oriented CLT the Grammar Translation Method and interdisciplinary learning:

Interdisciplinary learning is rapidly becoming a strong objective of educational



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institutions as it helps to promote learners cognitive and communicative skills. Language teaching is specifically well-suited for interdisciplinary teaching as language is the main source for communication across all disciplines. GTM introduces the learners with variety of texts that are related to different topics including arts, science, humanities and sports as well. If a language teacher is working on a specific interdisciplinary topic for example physical fitness they could select translation of particular literary passages and vocabulary interconnected to physical fitness. AI-tools could help to select relevant activities to the selected topics and find relevancy which a trained language teacher would not find. The study based on an international survey of language teachers proves AI capacity to provide personalized feedback, increase instructional efficiency, and support adaptive learning thereby enabling more tailored and effective language acquisition. The findings suggest that when integrated thoughtfully, AI tools can serve a valuable tool to enrich learning experiences and complement traditional teaching methods. (Universitat Augsburg, 2025)

Results

Results ensure that students learn language through different methodologies only one approach will not be appropriate for learning a language accurately. Despite the fact, and emergence of modern teaching methods which emphasize on communication, GTM still holds a prominent position among all methods for learning accurate grammatical structures and vocabulary building. As the results indicate that the students of AI-oriented CLT group has shown a massive improvement in communication skills has shown fluency, and confidence in overall competence. Whereas GTM group has shown progress in structural accuracy but less progress in communication. The AI-oriented CLT group progress was impeccable not only statistically but was meaningful in terms of smoother speech and greater initiative to engage in dialogue. The findings indicate that by a hybrid approach should be adopted for teaching a language more effectively only one method cannot be appropriate for learning a language comprehensively. Future studies should investigate AI-enhanced implementation of Grammar Translation Method based on classrooms learning outcomes including learners individual capacity, perception and analysis of metalinguistics development.

Conclusion:

Results and discussion Findings revealed that both groups significantly enhanced their skills in language acquisition, however AI-Oriented CLT group has shown greater improvement in speaking, correct pronunciation, proficiency, reduced anxiety through non-judgmental AI. Meanwhile the traditional GTM Method has improved students writing skills including structural accuracy, vocabulary and grammar. Both methods can be more effective if they can combine. The primary goal of Grammar Translation Method is on accuracy and literary translation where a learner role is passive not active because of delayed feedback provided by the teacher and focused on memorization only. On contrary the main target of AI-Oriented CLT is on overall communicative competence and fluency of the learners and their active participation in language learning process. Based on the statistical findings, AI-oriented CLT is significantly more effective than traditional GTM for developing communicative fluency and lowering affective filters, whereas GTM retains a slight edge for isolated structural accuracy development. The study concludes that modern teaching methods emphasize on communication whereas GTM has proven to be enduring. Combined with AI it could be modernised to meet the demands of today's world.



Recommendations:

The government and learning institutions can strive to close the digital divide by Implementing infrastructure in rural colleges.

The introduction of AI tools in rural universities should start with low-cost, mobile-based, And offline-enabled applications.

Teachers can be updated on CLT and the use of AI-based language teaching tools effectively.

A learning strategy that combines Communicative Language Teaching and the use of Artificial Intelligence-assisted systems should be employed in order to enhance English Learning outcomes.

Methods of language testing need to move from grammar tests to cover other aspects such as speaking, listening, and presentations.

Students need to be encouraged to take an ownership role in their own learning by practicing using AI by themselves and by engaging with CLT activities.

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