



USING CONTEMPORARY TECHNOLOGY TO PROMOTE COMMUNICATION IN FOREIGN LANGUAGE LEARNING

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Abstract:

In this research paper, the author examines the evolution of foreign language teaching, and how traditional methods underperform in achieving contemporary teaching goals in a globalized and technologically advanced society. Following the pedagogical shift from traditional and outdated approaches to contemporary and outcome-oriented methods, the focus is on Communicative Language Teaching (CLT). The aim of this paper is to explore how teaching principles of CLT, such as authentic interactions, learner autonomy, and task-based learning can be additionally enhanced by emerging technologies like Artificial Intelligence (AI) and Immersive Environments (IE). By analysing recent studies of AI and IE implementation in foreign language teaching, the author highlights the role of emerging technologies in reducing student anxiety and supporting safe learning environments. Finally, the author argues that integration of innovative technologies is necessary to develop linguistic and digital competencies in a complex society.

Keywords:

Communicative Language Teaching, Foreign Language Teaching, Communicative Competence, Digital Competence, Artificial Intelligence.

INTRODUCTION

The twenty-first century is characterized by fast-paced technology development and an ever-growing need to learn different languages. As foreign language education evolves, traditional and teacher-oriented methods are being replaced by modern and student-oriented methods and approaches. The Communicative Language Teaching (CLT) method has been integral for this shift in perspective, promoting learner needs and simulating real-life situations to acquire language competence. Today, this pedagogical perspective is being further developed with new and emerging technologies such as Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) and Large Language Models (LLM). Technologies like these can create a safe learning environment that is suitable for various types of learners, surpassing the status of tools. They do not simply provide help for teachers and students but prepare new generations for autonomous and adequate functioning in a world where communication grows increasingly complex. It is essential for teachers to explore and utilize new trends that have the potential to become a standard in pedagogy and education.

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This paper adopts a narrative review approach, focusing on recent studies that explore the use of artificial intelligence and immersive technologies in foreign language teaching. The aim of this paper is to analyse how these technologies support the development of communicative competence in foreign language teaching, as well as the core principles of Communicative Language Teaching.

2. THE ROLE OF LANGUAGE IN A CONTEMPORARY SOCIETY

Contemporary society, shaped by mass globalisation and technological advances, pushes the limits and provides new goals which the educational systems must achieve. Learning a foreign language is a necessary skill for personal and professional progress, as well as for international communication. Traditional methods in language teaching have in time shown to be inefficient when it comes to achieving the contemporary goals in language teaching. Due to this, the class has been gradually shifting towards the students, and away from the teacher. Student-oriented classes provide a detailed insight into their actual needs. Creating methods and approaches that can efficiently satisfy both student needs and contemporary goals is still of the utmost importance in the world of linguistics and pedagogy. The twenty-first century is an era in which language usage has changed, leading to the creation of new language functions. Language competency traditionally entails correct pronunciation, precise grammar usage and formal register. However, this traditional definition of competency gained language patterns that are flexible, functional, and less formal. Digital connectivity creates flexible language patterns that rapidly become integrated into the linguistic repertoire of the new generations. Understanding these changes can enable teachers to adapt their approaches to efficiently recognize and satisfy student needs.

2.1. CHARACTERISTICS OF THE COMMUNICATIVE LANGUAGE TEACHING METHOD

Developed by British and American scholars in the 1970s as a response to the Situational approach, Communicative Language Teaching (CLT) is widely considered as one of the most contemporary teaching methods. Without CLT, the post-method era of today may not have been created. Over time, linguists and scholars have developed different branches of CLT, such as Task-based Language Teaching (TBLT), Project-based Learning (PBL), Content-based Instructions (CBI), and

Content and Language Integrated Learning (CLIL). The primary idea of this approach is developing communicative competence as the final goal of foreign language learning. CLT is an approach that emphasizes interaction both as a tool and the end goal of language learning [1]. The basic characteristics of CLT include language use in practical communicative situations. The approach, with the help of authentic materials and tasks, enables the students to use language in real-world communicative situations. Unlike the traditional methods, the language learning process is focused on the students, actively encouraging them to engage, cooperate, and take control of their language learning process [2]. In addition, it is important to highlight that in CLT, the teacher creates a safe and supportive classroom environment. The teacher assumes the role of a counsellor that teaches, supports, and provides feedback. The students can also participate in activities, even if their language knowledge is insufficient, further leading to the development of their language competency [2]. CLT rejects the traditional role of a teacher as the head of authority in the classroom. Instead, an interactive model is applied in which the students are the primary focus during class. The teacher and the students in CLT form a dynamic relationship that supports real-world communication. As the co-communicator, the teacher must simultaneously teach and create situations where the students can actively participate, ask questions, and express their ideas [2].

2.2. LANGUAGE TEACHING PRINCIPLES OF CLT

Teachers should not use activities just to achieve curriculum goals [3]. Instead, the activities should be focused on the development of real communicative competency. In that sense, the author highlights careful preparation of activities to avoid situations that could lead to confusion among students. Furthermore, the author emphasizes a detailed description of the principles that the teachers should follow while using CLT:

Meaningful communication – It is important to create a classroom environment in which the students participate in meaningful and authentic communication. Using activities such as role-play, discussions, and problem-solving activities can create meaningful communication, contributing to the students' self-esteem and spontaneous language acquisition.

Task-based learning – Tasks should be created to encourage students to use their acquired knowledge to achieve goals. Such tasks must have a meaning, a clear



purpose, and must be rooted in real-world situations. They enable students to develop problem-solving skills while simultaneously improving their language knowledge and language competency.

Error correction – In CLT, teachers support free and active communication, encouraging students to take risks. Error corrections should be selective and constructive. In addition, feedback should be used to highlight the errors by providing positive reinforcement, while self-correction and peer correction contribute to a supporting environment that is anxiety free.

These principles highlight the importance of meaningful interaction and student-centred learning, which can be further enhanced through the integration of modern technologies.

2.3. CONTEMPORARY STUDENT NEEDS

According to CLT, contemporary students expect to learn the language that can be used in real-world situations. Practical language skills of today are writing emails and participating and cooperating with others in an online class. The students gravitate more towards expressing their authenticity with language, and less towards language acquisition through grammar book dialogues. Based on this, teachers have concluded that freedom of expression has become one of the most important student needs. It fosters student motivation and the development of functional language competency [4]. Besides free expression, student autonomy during the learning process is also considered a key need. In the Affective Filter Theory, the importance of individual needs, that can influence student attitudes toward the subject and their motivation, are emphasized [5]. The goal of contemporary methods is to adapt to the students that can independently decide the tempo and the content in the language learning process. With that in mind, approaches like CLT can provide teachers with additional progress monitoring methods, as well as more opportunities for giving feedback on an individual level. CLT as an approach demands teachers to reject the traditional role and assume the role of a contemporary teacher that will provide knowledge that supports critical thinking [6].

Considering that the newer generations grow alongside the Internet, it is necessary to integrate digital elements into the educational system. Online environments such as social media platforms, learning platforms and applications demand a new type of literacy – digital literacy. Digital literacy can be defined as an ability to

understand and use different forms of information presented over the computer [7]. Digital literacy provides students with access to authentic materials and content. Contemporary teachers therefore must integrate skills such as digital communication, online content analysis, and technology-aided learning [8].

2.4. CONTEMPORARY MATERIALS IN FOREIGN LANGUAGE TEACHING

Students in a digital environment have a growing need for relevant and practical learning materials. With the help of technology and the Internet, students have the ability to access authentic texts, podcasts, audio and video materials, and their language learning process can be improved with the help of artificial intelligence and learning applications. In a rapidly changing world, students demand immediate feedback. Alongside traditional teaching materials such as books, workbooks, and flash cards, teachers have at their disposal a wide array of modern digital materials such as interactive whiteboards, tablets, laptops, as well as educational videos and online books. Based on everything presented, students as a part of a contemporary society want personalized content that is useful; materials and tools that enable efficient time organisation, language acquisition, as well as the development of digital literacy. All of this enables students to partake in society as active and independent individuals.

2.5. TEACHER AND STUDENT ROLES

Teacher and student roles in the classroom are one of the key elements of the educational process, as they shape the interactions between the teacher and the students. The teacher's own perspective on their role, as well as the roles of the students directly influence on the quality of the class, and how well students actively learn content. Roles can be defined as a group of expected patterns of behaviour during social interactions. They function as scripts that lead to socially accepted behaviour [9]. It is emphasized that the teacher must act as an intellectual guide that supports questioning, autonomous research, and the development of critical thinking skills, instead of transferring standardized content, that can be viewed as intellectual control [10]. Students are viewed as active participants in the learning process – they are creators of the knowledge they seek, ask questions, solve problems, and establish relationships between the elements in the world around them. One skill that is especially important is critical thinking,



and its development. Alongside critical thinking, there are other important skills such as evaluation of information, recognizing propaganda, and responsible behaviour in society. The learning process for students must be explorative in nature, experimental, and creative. That is most similar to the natural process of language acquisition process that fosters curiosity and active participation in general development [10].

2.6. TEACHER AND STUDENT ROLES IN COMMUNICATIVE LANGUAGE TEACHING

When creating the Communicative Language Teaching approach, educators and linguists questioned the role of grammar in language learning, and developed a new perspective in which, alongside grammar and vocabulary, it was needed to introduce other elements which support the communicative function of the language [11]. To achieve communicative competence, it was necessary to change the roles of teachers and students. Teachers have two primary roles. The first role entails fostering the communication process between all students in the classroom, as well as between students and the teacher and the classroom content. The second role presupposes that the teacher is an individual and independent participant within the group. These primary roles introduce two secondary roles, one that the teacher is the organiser that gathers all materials that will be used in class, and the other that the teacher is a guide that will successfully lead students through procedures and activities [2].

The students have an active role, meaning that they will actively communicate with each other more than with the teacher. The students additionally have the role of a co-communicator. As co-communicators, they will be entirely engaged in the learning process. Their engagement is expected and valued, even when their communicative competence is limited, or when their language knowledge is not sufficient. Students must ensure that others understand them and must learn to express with their current language knowledge. Communicative activities and a non-traditional seating arrangement are developed so that the students are more encouraged to partake in meaningful interactions outside of the classroom [2].

2.7. TEACHER AND STUDENT ROLES ALONGSIDE AI

With the developments of AI, the roles of teachers and students must adapt to the introduction of the role of AI in foreign language teaching. To successfully navigate through contemporary teaching, new teachers must be educated on AI and its various uses. AI has merits and drawbacks that teachers must master to successfully integrate AI in their classes. AI can be quite useful, providing support for teachers in lesson planning, preparing for parent meeting, and grading [12], as well as automation of administrative work such as designing curriculums, and generating questions for tests [13] [14]. In addition, AI can support personalized feedback, as well as adaptive learning with the help of AI-powered learning and assessment systems [15]. Providing teachers with proper AI education can lead to positive attitudes toward AI [16] and can help in detecting AI generated content more efficiently. One of the ways to educate teachers about AI is with the help of the AI competency framework for teachers (AI CFT) [17]. AI CFT provides all necessary knowledge, skills, and competencies that teachers must master through five dimensions. These dimensions are Human-centred mindset that defines the values and attitudes toward interactions between AI and humans; Ethics of AI that emphasizes ethical principles, laws, regulations and practical rules that teachers must understand and apply; AI foundations and applications that encourage the teachers not only to know what AI is, but to be skilled when it comes to choosing the right tools, how to effectively use and adapt them; AI pedagogy that enables teachers to adequately integrate AI in their teaching pedagogy; AI for professional learning that encourages teachers to use AI to develop professionally and to foster communication between colleagues, and professional development.

For students, the AI competency framework for students (AI CFS) [18] provides structured guidance through AI and how it can help during the learning process. AI literacy can help students understand how AI functions, and learn about data, algorithms, Generative AI, and machine learning. AI ethics provides students the knowledge to tackle bias, privacy, safety, and human agency. Finally, AI agency enables students to use AI to solve problems, boost creativity and collaborative intelligence.

Additionally, AI CFS supports progression through three levels – understanding, applying, and creating. Understanding is aimed for all students, teaching them to interact with AI in an ethical manner, ensuring safe interaction. Mastery of this level ensures that students



have adequate attitudes, and cognitive and practical knowledge for further study and use of AI. Applying presupposes that the students have adequate knowledge of the human-centred approach and ethics in AI that enable them to transfer their knowledge to new learning processes. Mastering this level means that the students have sound knowledge of AI that they can use when they use AI tools in practice. Creating entails integrating the knowledge of the previous two levels, leading to students that can ethically and efficiently apply human-centred mindsets to solutions and designs, and critically assess the social influence of AI in practice.

2.8. USE OF AI IN CONTEMPORARY LANGUAGE TEACHING

Due to the narrative nature of the research paper, the author has chosen the research written in the years 2025 and 2026, in order to gain insight into the most contemporary findings in this field.

Research was conducted with the aim to explore the role of Generative AI in language teaching [19]. An important concept in the research is willingness to communicate. Willingness to communicate is readiness to participate in discourse at a specific time and with a specific person [20]. As the research was conducted in China, the authors referred to the results of a different research paper which suggests that many EFL students have low willingness to communicate [21]. The authors investigated how Generative AI chatbots such as ChatGPT by Open AI could help students to participate in meaningful discourse. To communicate, students need a safe classroom environment in which they can freely communicate without fear of negative evaluation. In reality, traditional classrooms induce comprehension anxiety and fear of negative evaluation, thus leading to students losing motivation to study or communicate. Generative AI chatbots could therefore be used to promote safe communication. A chatbot can be prompted to be a patient, willing, and practical communicator, catering to affective and cognitive needs of students [22]. Chatbots collect feedback from human users, creating a vast database with useful and practical knowledge [23]. These findings suggest that Generative AI can be used as a viable pedagogical tool for teaching communicative competence.

Another way to improve teaching communicative competence is with the help of AI powered applications [24]. The authors designed an AI powered application that uses a Natural Language Processing engine to evaluate and recognize students' speech patterns and pronunciation, and a Multimodal feedback system that

incorporates auditory, visual, and kinaesthetic feedback. Finally, a predictive learning analysis was used to identify areas that need improvement, and to provide appropriate learning strategies. The results showed that the AI powered application contributed to a significant improvement in the students' oral expression. Additionally, it has also improved student participation and motivation, while addressing individual student needs successfully.

A study investigated how the integration of Augmented Reality and Virtual Reality in EFL reading comprehension can help students develop language competence [25]. Even though this paper is focused on reading comprehension, it still incorporates social and collaborative skills of students. The authors utilized a web-based AR tool "XRPlus" allowing the authors to overlay 3D objects and interactive vocabulary aids such as definitions and pronunciations. Utilizing an immersive environment and AR tools has led to a higher score in reading comprehension when compared to traditional methods. In addition, students have learned to analyse and interpret ideas and have been better at retaining vocabulary. Overall, AR can make students more motivated to participate, leading to a higher level of peer-to-peer communication and collaboration when it comes to problem-solving.

Even though in theory the application of Artificial Intelligence and Extended Realities seems possible, in practice it is quite different. One of the many challenges of implementation is the financial element. Many schools still do not have the financial means to acquire more modern computers, nor a structured curriculum that could help the teachers to implement AI in their teaching. Another key aspect that limits AI and ER is proper training of teachers when it comes to using these tools in class. It is important to develop a detailed curriculum for schools pertaining to the use of AI and ER, and to motivate teachers to self-educate and perfect their knowledge of new and emerging technologies. Additionally, the rapid pace of development of AI can lead to difficulties in adapting the hardware which schools use. All these limitations may lead to improper use of AI or greatly reduced frequency of AI use in schools.



3. CONCLUSION

With globalisation and technological advancements, contemporary teachers must follow trends and acquire new knowledge to achieve contemporary education goals. It is important that teachers professionally develop and broaden their knowledge when it comes to AI and its integration in foreign language teaching. It is crucial for teachers to develop AI ethics and master all levels of knowledge to detect AI generated content, as well as to learn to adapt and use AI tools efficiently to overcome all difficulties in the classroom. The same can be said for students that must master AI in order to successfully learn and apply their knowledge of AI to ultimately create ethical and socially responsible solutions. As shown in this research paper, traditional methods can be insufficient when used independently, however, when combined with modern tools, can create a balanced and effective learning environment. As the most contemporary method, CLT and all branches of this method have the potential to utilize modern technology to their full potential. These tools can enhance communicative competence by supporting meaningful interaction, increasing student engagement, and reducing language anxiety. The findings of this paper suggest that teachers should integrate AI tools and immersive technologies in a pedagogically meaningful way, ensuring that technology supports, rather than replaces, communicative interaction.

However, this paper is limited by its reliance on previously published studies and does not include empirical data. Future research should therefore focus on empirical investigations that examine the long-term effects of AI and immersive technologies on communicative competence. In a contemporary educational context, the creation of AI has introduced new pedagogical perspectives that can be further developed and perfected through practice in the classroom. In a world where communication and digital literacy are more important than ever, teachers and educators must accept the fact that AI chat bots, AR and VR realities will be more dominant. The integration of emerging technologies should not be viewed as a trend, but as a necessary evolution of communicative language pedagogy.

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