

## The Most Ideal L2 Teaching Method

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### Abstract

*Though it is possible to see numerous researches on the so-called language teaching methods, there is still a pressing need to study them comparatively and from different angles. The article studies some specific methods with regard to covering language skills, mother tongue usage, usage of cutting-edge technological devices, comprehensibility gain. Besides, there is a strong focus on the conduction of the lesson regarding whether the lesson is student-centered, teacher-centered or self-centered. The aim of the article is to reveal the best language learning method combining the positive features of all language learning criteria. In the study, 20 local and foreign non-English speaking students with B1 level were involved in the experiment. They were divided into four groups which learnt English through a specific method. Most of the participants were locals except 6 who were of Turkish and Iranian origins. Speaking skill of the Iranian students was relatively better in comparison with others. At the end of the experiment, the comprehensibility gain of each group was graded accordingly. The Uniskills method proved to be the most effective and qualitative method compared to other methods in terms of coverage of language skills. The second effective method was CLT which also encompassed all four skills. It was revealed that the usage of mother tongue in English language learning is better than not using it. Since language input makes progress while using native language. Comparing the source and target languages makes a clear picture of language structure in the brain. Operation function is activated and cognitive skills develop significantly. It turned out that the usage of mother tongue in language learning is more effective and the students find the meanings of some unknown words obscure when they don't use the native language. It became obvious that teacher-centered lesson is more efficient than the student-centered education.*

**Keywords:** Student-Centered, Feedback, Language Skills, Comprehensibility Gain, Self-Centered Focus of Instruction

### INTRODUCTION

There are some criteria of determining the best L2 learning method. The question to find the best and the most comprehensive method has always been actual for language teachers and learners and is still a debatable issue for those who look for the easiest and the least time-consuming language learning method. Let us not forget that language is not breeze for those who are willing to pick the low-hanging fruit, it is a long and painstaking process that very few learners tolerate and hit the target. In this article, we will be in search for the best method with regard to some certain aspects. The most ideal method will be found in terms of the following criteria;

1. in terms of covering language skills
2. in terms of usage of native language
3. in terms of being student-centered or teacher-centered or self-centered
4. in terms of usage of modern technology
5. in terms of raising comprehensibility gain

As obvious, the most contemporary and interactive method is considered the CLT which covers all four language skills. However, speaking and writing skills are developed in colloquial layer. Academic layer is not considered while learning a language through CLT. As the most important factor is to provide feedback between the learner and the teacher, simple colloquial language is taught through this method.

Uniskills method emerges as a result of the combination of some positive features of traditional and non-traditional language learning methods. It is inter-wound with the GTM, the Audio-lingual method, Oral

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approach and Situational language teaching method. The Unskills method covers all four language learning methods.

As known, the most qualitative and productive education is self-study which is superior both to the teacher-centered instruction and student-centered learning. Since the learner is both a teacher and a student here. The student plans and chooses the learning materials and evaluate himself or herself. But very few students can learn L2 in this way because this focus requires a strong memory, endurance and goal from each learner who tries to learn the second language.

To keep up with the requirements of the current time, the students and the teachers should learn how to use cutting-edge technological devices. During the COVID 19 pandemic, most teachers and students became professional programmers, designers and video-makers. They were obliged to use Zoom, Skype or Webex programs to organize the lesson effectively. The teachers uploaded the teaching materials on the LMS and the students read the lessons online. The teachers evaluated the students online. Herewith, both the teachers and the students learnt how to use all these applications and programs.

Actually, all criteria enumerated above serve to raise the comprehensibility gain. Use of native language is mainly accepted as a negative case by most language teachers and learners however, it must not be forgotten that this results in deep language comprehension which has a positive impact in terms of raising comprehensibility gain.

## **LITERATURE REVIEW**

Currently, the use of different methods in isolation and joint use of several methods can be carried out by means of modern technological devices including CALL (Computer-assisted language learning). The study has revealed that learning the second language through the Direct method and CLT helps to increase word stock (Rodgers, 2018; Wong&Samudra, 2019), to learn grammar (Lee&Revesz, 2018) and to boost listening skill. Besides, Unskills method and CLT have a great contribution to improve communication skills through different technological devices (Gonzalez-Lloret&Ortega, 2014; Ziegler, 2016) Extant research studies the effectiveness of social platforms such as Zoom, Webex, Skype, Microsoft Teams programs, TV channel platforms such as Netflix, online chats and watch posts on different social networking sites such as Instagram, Facebook, Twitter, Stumbleupon, Pinterest, etc. (Compton, 2004; Lepore, 2014).

The Direct method and the Audio-lingual method require authentic materials to develop relevant language skills (Kent, 2017). While learning L2 with peers through CLT method, it is considered learner-learner interaction via social application platforms which occurs by means of videoconferencing. Learner-learner interaction is more likely to occur in formal instructional settings (Adams, 2007). It has been revealed that NNS-learner (non-native speaking learners) videoconferencing is not so effective because of numerous errors and mistakes made by the learners. They can show this while speaking or texting to each other. Unlike NNS-learners, NS-learners (Native-speaking learners) achieve more comprehensibility gain due to the changes (Gass and Varonis, 1994). Learning a second language by watching films and TV programs had a positive impact on vocabulary gain (Baranowska, 2020, Koolstra&Beentjes, 1999; Montero Perez et al., 2013). Second language learning with the use of audiovisual materials proved to be entertaining and it helped to boost speaking and listening skills (Trinder, 2017). Actually, current Audio-visual method is the constituent of the traditional Direct method. Since language learning through the Direct method mainly happens face-to-face however, with the development of new technological devices, the Audio-visual method formed a new and effective form of language learning. For this, the language learners do not need to go abroad. The learners can learn the language by means of TV (view and sound) and radio channels (sound). Dual audio and video input benefits learners and facilitate data processing and learning (Puimege&Peters, 2020; Whiting&Granoff, 2010). In spite of this, the supporters of Cognitive Load Theory (Sweller, 1994) claim that programs with the authentic videos and audios should not be overloaded since this prevents effective learning. Because memory capacity is not so broad to store all information. The learner will have difficulty in successful integration of the three sources of input which include audio, text and picture.

### **Focus of Instruction in L2 Learning**

Some linguists consider that if the lesson is teacher-centered, it is not a good trend. Only student-centered learning is more effective or better. However, it cannot be considered as an expedient option. In a teacher-centered instruction, the teacher dominates the classroom. The teacher assigns the tasks, and the students get ready, then the teacher checks the students' comprehension skills and evaluate them for their answers. It is a form of instruction where the teacher is the center of knowledge and responsible for learning. Actually, knowledge is transmitted from instructors to students (Doug, 2017). Teacher-centered instruction prevents the communicative skills of the learners since the students don't work in collaboration. Furthermore, teacher-centered L2 learning makes the lesson monotonous and boring. It should not be forgotten that teacher-centered instruction hinders the students from expressing themselves and from asking questions. It is an undeniable fact that the students feel more relaxed and self-confident at the lessons conducted by themselves though it may sometimes lead to hubbub in the classroom. If the teacher behaves friendly towards the students, the same atmosphere may be created in the lesson process. The results will be the same when the supervision over discipline is weaker whether the class is controlled by the friendly teacher or by the students themselves. In most cases, the teacher should have supervision over the students even if the lesson is dominated by the students and the teacher has it in many student-centered classrooms. Student-centered instruction covers methods of teaching that shift the focus of instruction from the teacher to the learner. Learner-centered instruction targets to develop learner autonomy (Jones, 2007). Learner-centered L2 learning focuses on practices and skills which enable independent problem-solving and lifelong learning (Young, 2007). In student-centered learning environment, learners choose what they want to learn, how they will pace their learning (Crumly, 2014) and how they will evaluate their own learning being a mediator of the classroom (Hannafin, 2010). Student-centered instruction proved to be more effective in higher education than in secondary school (Wright, 2011). In teacher-centered classrooms, the teacher is the main source for knowledge. Armstrong said: "traditional education ignores or suppresses learner responsibility". One of the biggest differences between teacher-centered and student-centered learning is found in evaluation (Crumly, 2014). The drawback is that in student-centered instruction, students take part in their own assessment which can sometimes be prejudiced (Jahnke, 2012). Sometimes, student-centered lesson is misunderstood or imagined without a teacher. It is quite a wrong idea to consider a student-centered classroom teacher-free. During the student-centered lessons, the students show more activeness while the teacher remains silent after making the students work in the form of a team or a group. The mistakes and errors are not caught frequently which result in wrong background formation. It is right that the teacher should not interrupt the student while he/she is showing his readiness for the lesson however, it is also correct that every mistake or error should not be overlooked. There is also a self-centered lesson which is based on elf-study. There is no need to supervise yourself when you decide to learn a language on your own. Self-centered learning provides the students with an opportunity to study the second language beyond the textbooks and explore the topics that they are keen on. Self-centered learning is sometimes called self-directed instruction that places the responsibility of learning on the learners. Here the students substitute the teacher and carry out their own functions, as well as the teachers' functions. Self-centered learning may not occur in the classroom. It may be carried out at home or workplace though student-centered and teacher-centered learning mainly take place in the classroom. In self-centered learning the learners make a plan for their study, learn independently and assess their own knowledge. They find the teaching materials for themselves. There is no teacher supervision in self-directed learning unlike student-centered and teacher-centered instruction. During the self-centered learning, the students use a mix of several methods. They independently address to the needed method whenever they want. In this case the learner feels relaxed. Time allocated to learning the language acquisition is also determined by the learner. But there is not such an independent choice in teacher-centered and student-centered language learning. There is no age restriction when learning the second language by learner-centered language instruction though in teacher-centered instruction the students should be at determined age by the government. The students are grouped due to their age and attend the classes in tutorial form. The same thing does not occur in self-centered instruction. Because the self-centered instruction always occurs individually. It is never realized in tutorial form. Therefore, the

learning the second language through team work or Cooperative language learning is impossible in self-centered instruction.

### **Use Of Native Language in L2 Learning**

Usage of native language in foreign language learning process is sometimes accepted as a negative case by most language learners and teachers. It should be remembered that this approach is quite wrong. Since using mother tongue in language learning process helps the learner form the language input and comprehend grammatical structures profoundly. Using only the target language in foreign language learning process can make some grammatical structures and words obscure for the learners. Hence, usage of a mother tongue in foreign language learning is not a negative trend at all.

As obvious, Uniskills method (Babayev, 2023) and Grammar-translation method support the usage of native language in foreign language learning process. Comparison of the target language and source language makes the learners analyze the distinctions of grammatical structures and lexical units and makes some imagery and non-verbal concepts clear to the learners. Since they may seem obscure to the learners without translation in some cases. While learning a foreign language through the Uniskills method, grammar is taught systematically with heavy tasks. The sequence of teaching grammar items occurs from the simplest to the most complex. However, teaching lexicology is different from grammar. The words are taught in a terminological way. Each lesson is dedicated to one or more terms. Then the passage covering the taught terms is given to the students for translation. In this way, the students can retain the information in their mind more easily. Moreover, they consolidate their knowledge by doing the relevant exercises which refer to the learnt terms. The drawback of teaching terminology is that there is no a precise division in words according to levels. Both difficult and easy words are taught simultaneously while learning the language through this method.

The rest of the methods including the Audio-visual method avoid the usage of native language in language learning. Non-English speaking students especially those who are at the level of beginner are unable to learn the English through the Direct method. The usage of mother language should inevitably be used while learning the language through the Direct method. When the levels of the students are higher, the learning becomes more effective. Since they have sufficient word stock and grammar basis, they can grasp the language more efficiently. They can find the meaning of unknown words according to the situation logically. However, it is impossible for a newbie in language learning.

The Audio-lingual method ignores the usage of source language in language learning process. The meanings of the words are not explained or a definition is given as in the Direct method. The senses of some unknown words still remain dim for the learners. The Audio-lingual method or the Army method does not support the usage of native language as well. As obvious, this method is based on repetition of the words of the target language. The repetition of the words of native tongue is not allowed while learning a foreign language .

The Situational Language Teaching fully neglects the usage of mother tongue as the Direct method. Successive movements, mimics and repetition of unknown words with pictures visually help learning a foreign language through SLT. Logics plays a crucial role in language learning. Unfortunately, it may be successful only in an environment where the target language is spoken. Hence, this method is effective only in an English-speaking environment. It is impossible to learn the English language through this method in a non-English speaking country.

## **The Study**

### **Objectives and Research Questions**

The aim of the study is to reveal the most relevant and productive method in L2 learning process. To find the best and most important method in L2 learning was, is and will always be actual for all language learners. As a result of detailed analysis, it is possible to come to such a conclusion that the quality and perfection of a method is mainly measured in terms of comprehensibility gain, . Language teachers always looked for the best teaching method and applied that method in teaching and learning process. Another goal of the study is to give relevant and useful idea to language researchers. The results and data found in the investigation can be used in further

research papers. The study targets to clarify the focus of instruction and to identify which one is more productive. The novelty lying in the research paper is that the use of native language in L2 learning was, for the first time, accepted as a positive case. Use of mother tongue helped to raise the comprehensibility gain in L2 learning. The purpose of the study is to underline the significance of native language use in language instruction which results in deep language comprehension. In this regard, the current study poses the following research questions:

1. What criteria in L2 learning help most to raise the comprehensibility gain?
2. Which focus of instruction is more productive in L2 learning process?
3. Is the use of native language a positive or negative trend in language learning?

## **METHOD**

### **Participants**

The participants of the study were intermediate (B1) students (n=20, 7 males and 13 females) from Nakhchivan State University who studied architecture. They were all freshmen at the age of 16 and 17. Most of the participants were locals except 6 who were of Turkish and Iranian origins. Speaking skill of the Iranian students was relatively better in comparison with others. 4 Iranian students learnt English through CLT and GTM however local students used mainly GTM. Unlike them, Turkish students mainly learnt the English language through CLT and they were unable to speak, as well. Only one Turkish student could speak English better and he learnt the language through the Direct method and GTM. It turned out that the participants who used the mixture of, at least, two methods could possess the language input while the others were unable to hit the target.

### **Procedure**

Firstly, information about the study was given to the participants and then they were asked to fill in the questionnaire. The major aim was to check the effectiveness of each method among the students and make the students speak in a short period of time. The next step was to determine the levels of the students and group them by selecting the more skilled ones among them. There were 30 students in the group. 10 students were excluded from the experiment due to their low proficiency levels (A1/A2). Since, prior to division of the students into groups, their proficiency levels were checked in written and oral forms. 20 intermediate (B1/B2) students were selected and divided into 4 groups. 5 students were included in each group. 4 different methods were applied and taught in each group. The methods to teach the English language were CLT, GTM, the Direct method and Uniskills method. All the lessons were conducted by the same teacher. The experiment lasted 3 months. An experiment was made in terms of comprehensibility gain according to different methods among the students. After three months, all the students were tested in oral and written form again.

### **Data Analysis**

Each group was provided with all conditions including cutting-edge technological devices, textbooks, dictionaries. The group which was taught through CLT could speak with a number of typical grammatical and lexical mistakes. They sometimes made phonetic mistakes, as well. They were highly-motivated and passionate to speak English. The second group who made an attempt to learn English relatively made fewer grammatical mistakes, but they had difficulty in finding the necessary words while speaking. Besides, there was no much focus on the correct pronunciation. The third group tried to learn English through the Direct method. The most noticeable fact was that the students developed a native-like pronunciation though they had very poor grammar. They were able to cram up a great deal of words watching films and TV show programs. But they still had difficulty in making up sentences. The last and the most effective method was Uniskills method which required more diligence and endurance from the students. Only three students were able to tolerate in front of heavy tasks of this method. Two of the students had already left 3-month voluntary language learning course. Teaching systematic grammar and numerous terminological words made the students speak normally. As four language skills combine in the Uniskills method, the pronunciation was also successful. Though only 60% of the total learners in the last group remained and participated in the experiment, the total quality of the

comprehensibility gain was higher than other groups. Performance rate of the students in this group made up 85% according to all four language skills which made the Uniskills method more effective than the others. The lowest comprehensibility gain and the highest motivation rate pertained to the participants who learnt the language through CLT. It is mainly because of student-centered format of the lesson. Only 2 students out of that group could show normal comprehensibility gain. It means that the quality rate made up 40%. As listening and speaking abilities are not practiced in Grammar-translation extensively, quality rate of speaking and listening skills constituted only 20% which was the lowest among other methods. Despite the low performance in speaking and listening sections, the students showed the highest results in writing and reading sections making up 80%. Participation tolerance was also the highest with 80% compared to other methods. Only one student left the course unfinished. The students participating in the group where the Direct method was applied demonstrated the highest result in listening and reading skills while speaking and writing skills were insufficient. Total performance rate of the students in this group was 50%.

## RESULTS

### The Best Method in Terms Of Coverage Of Language Skills

Traditional methods as the Direct method and the GTM don't encompass all language skills. All other language learning methods do not cover all language skills. Some language skills are partially taught or generally not taught through some certain methods. Some methods teach 3 language skills while the others cover only one or two skills. The following table illustrates traditional and non-traditional methods in terms of covering language skills.

Table 1.

The name of the methods	The number of skills developed	Listening	reading	speaking	writing
CLT	4	+	+	+	+
Uniskills method	4	+	+	+	+
Direct method	3	+	+	-	+
Audio-visual method	3	+	+	-	+
GTM	2	-	+	-	+
Audiolingual method	3	+	-	+	+
SLT	2	+	-	+	-

As seen from the table 1, the most comprehensive methods in terms of coverage of language skills are CLT and Uniskills methods. GTM, the Audio-lingual and SLT cover two language skills. But the Direct method and Audio-visual method encompass three language skills excluding speaking skill. Hence, CLT and Uniskills methods lead the table while they are followed by the Direct method and Audio-visual method in terms of covering language skills.

The following table shows the focus of instruction.

Table 2

The name of LLM	Teacher-centered	Student-centered	Self-centered
CLT	NO	YES	NO
Uniskills method	YES	NO	NO
Direct method	YES	NO	YES
Audiovisual method	YES	YES	YES
GTM	YES	NO	YES
Audiolingual method	YES	NO	NO
CLT	NO	NO	YES

As seen from the table 2, the only method which has three “YES”es is the Audio-visual method. The rest of the methods have either one “YES”es or two “NO”es or vice-versa.

The following table shows the modern technological devices, applications, programs which are frequently used in the English language learning.

**Table 3.**

The name of the method	Television and TV/radio channel platforms (Netflix, Youtube etc.)	Social networking sites (Instagram, Facebook, etc.)	Social application platforms (Skype, Zoom, etc)	Online dictionaries (monolingual, bilingual)	Laptop/computer or mobile phone
CLT	rarely	often	always	rarely	often
Unskills method	often	sometimes	sometimes	always	often
Direct method	always	often	rarely	rarely	often
Audio-visual method	always	often	often	rarely	always
GTM	rarely	sometimes	sometimes	always	rarely
Audio-lingual method	sometimes	rarely	sometimes	never	sometimes
SLT	often	rarely	rarely	sometimes	often

## DISCUSSION

Results of these comparisons reveal that the CLT and Unskills method are relatively more ideal compared to other methods in terms of coverage of language skills. All four skills are in an active phase while learning L2 through CLT and the Unskills method. CLT occurs both in an online and face-to-face environments. The only drawback in online L2 instruction is that classmates could not communicate with one another in English lessons. The group work was impossible to carry out. In general, tutorial English language lessons were not so effective during the pandemic. Since communication occurred only between the teacher and student. The feedback between the learner and learner was not provided effectively. Effectiveness of online L2 learning was not so successful in terms of developing speaking skill (Blake et al., 2008; Isenberg, 2010, Martin, 2020). As known the Direct method is more effective in the groups with higher language level. It is unsuccessful with beginners. As there is no feedback while learning the language through this method, development of speaking skill is not focused on much.

As seen from the title, the Audio-visual provides the effective development of listening, reading and writing skills. The speaking skill is not practiced in the learning process though it does not mean that it does not develop effectively. As we know, Audio-visual method has improved more with the development of digital devices. In IELTS and TOEFL exams, the Audio-visual method is applied successfully. Only speaking exam has been isolated from three sections which cover reading, writing and listening. During and after the listening section, the students write the answers on the question-book and answer sheet respectively. In order to carry out this section successfully, the student should be able to use his/her previously acquired writing abilities.

Acquisition of the language through the GTM also seems to be relative. Some teachers apply GTM orally in class. In the meanwhile, speaking skill can be boosted effectively. However, listening skill is not practiced much during the lesson process. The reading and writing skills proved to be more effective while learning a language through the GTM.

Audio-lingual method urges the learner to acquire listening and speaking skills. As the speaking occurs as a result of listening, co-development of these two skills is inevitable. It is sometimes intermingled with the Audio-visual method. If there is paper in front of you in IELTS listening test, you willy-nilly see the letters and words. In the mean, it means that you develop your reading and writing skills through Audio-visual method. This method improves listening, writing and reading skills. When a learner watches a TV series with subtitles, it means that these skills are in an active phase though speaking is in a passive phase. Though the learner does not practice much on speaking, it does not mean that he/she can never speak L2. There is quite a big difference

between “The learner can’t speak L2” and “The learner does not speak L2”. The learner does not speak just because there is no second person to communicate with while learning the foreign language through Audiovisual method. This study revealed that learning pronunciation skills by means of audio-visual materials was very successful (Arndt & Woore, 2018; Pujadas & Munoz, 2019; Wisniewska & Mora, 2020).

SLT forces the learners to possess speaking and listening skills more. As it mainly happens in face-to-face environment, oral practice is necessary for learners. There is no much focus on writing and reading skills while learning L2 through this method.

CLT is a student-centered method which makes the students be engaged and passionate during the lesson. The students become more active and they are motivated by the teacher. When the students are independent and enthusiastic, they are not shy to make mistakes in the lesson process. In this case, they store the information incorrectly in their mind. Then it is already late to correct the typical mistakes and errors which have been carved in their memory forever. When the lesson is dominated by the students, they feel too relaxed and free. They start to behave and speak how they want. Too much freedom, inattentiveness and carelessness may bring about low quality learning among the students. CLT cannot be a self-centered method. Because a student can never learn English alone through this method. The major criterion in this method is feedback and it happens, at least, between two people. Feedback means communication indirectly.

GTM is a teacher-centered method which provides strong supervision over the students. The teacher makes the students do a lot of comprehension exercises in order to consolidate the assigned materials. The students’ readiness for the lesson can be checked in oral and written forms. Grammar is considered as the most important language aspect, for this reason this section is prioritized most of all. The students learn systematic grammar through this method. Unlike CLT, GTM can also be a self-centered method. A student can learn grammar himself/herself. It means that it is possible for a student to learn grammar alone.

The Direct method is also a teacher-centered. As it is one of the traditional methods, it is regarded as a teacher-centered method. But it can be claimed that the Direct method nowadays has become a self-centered method. A student can learn English through the Direct method alone without using anybody’s help.

The Audio-visual method can be applied on the basis of each focus of instruction. When a learner listens to any audio, he/she can listen himself/herself, audio sound can be set or installed by the teacher and by the students, as well. A learner can develop his listening skill by himself/herself, as well as with the help of the teacher and students. Therefore, there is no exact center belonging to the Audio-visual method.

As Uniskills method is the most complex one among the language learning methods, it can also be teacher-centered. Since only the teachers can assign heavy tasks and provide the students with the needed materials. Because the proficient teachers know best how and what to teach (Babayev, 2022).

The Audio-lingual method can be mainly teacher-centered, since it is a teacher-centered method. But it sometimes can also be student-centered under the teacher’s supervision. As it is applied mutually with the participation of students and teacher and between students, it can never be realized in self-centered form. It is mainly based on dialogues. There is repetition of grammatical structures or words. Because the teacher or a student asks the students repeat what they hear.

SLT is the only method which is self-directed or self-centered. Since the language learning is based on self-study more with this method.

The students who learn English through CLT, prefer taking part in face-to-face conversation clubs which are conducted by native speakers. The learners have another option such as establish online communication with native-speakers or proficient English speakers from other countries. The learners communicate by means of Skype, Webex, Zoom, TalkAbroad or other social applications or programs. These social platforms facilitate communication skills (Cuervo-Carruthers, 2017; Massery & Merrill, 2017). They can simultaneously create self-confidence (Lang-Rigal & Galaretta-Aima, 2019). This trend came into fashion during the COVID 19 pandemic lockdown. Since it was impossible to carry out face-to-face communication during the lockdown. Since then online individual and tutorial lessons have been conducted by means of those social platforms. TV



and radio channels are rarely used while learning a language through CLT. Because the major goal of this method is communication which is not provided through radio and TV. When the learner leaves a comment under an interesting video and gets reply by other commentators on the Youtube, communication is provided between them. But this is not a common case for a learner who prefers learning the language through CLT. As such learners don't usually have time to write down the unknown words during the communication, they rarely address to online dictionaries because they often learn the meanings of the words during the feedback. CLT learners can also provide communication through other social networking sites such as Facebook, Twitter, Stumbleupon, Instagram, TIKTOK, etc. Because these social platforms also have the function to build up a communication. As the communication is carried out by means of laptop, computer and mobile phones, they are considered as indispensable technological devices.

The students learning English through GTM sometimes use social platforms such as Skype, Zoom, etc. It particularly happens when the teacher conducts the lesson online. But after the pandemic is over, only some online courses still continue teaching English in this way. Because it has been flexible for a teacher and students who live in remote places. This is mainly advantageous for the learners who don't want to waste time and money for road travelling. Traditional GTM learners always address to online and offline dictionaries as the supporters of this method usually learn English by translation from native language into the target language or vice-versa. As GTM is a traditional method, laptops, computers and mobile phone are used very rarely. Learners prefer using paper, pen or pencil and the teacher makes use of whiteboard and marker. Actually blackboard and chalk have replaced the latter lately.

The Direct method involves wide usage of television and different TV channel platforms including Netflix, Youtube, etc. Since the learners who prefer learning English by watching films, TV show programs, newlines and different entertainment programs with or without subtitle take advantage of the privileges of authentic materials. Most of these programs are authentic and help the learners learn the language like native speakers. Pronunciation is particularly developed effectively while learning the English language through the Direct method. As TV channels, social networking sites such as Instagram, Stumbleupon, Twitter, Facebook and others can also be used to watch authentic videos, to use videoconferencing on these applications and to learn English like native speakers. Social application platforms such as Skype, Zoom, Microsoft team and Webex are rarely used while learning the language through videoconferencing. Both teachers and students can use them in L2 learning and teaching process (Akiama & Saito, 2016; Baker, 2006; Canals, 2019; Fernandez Dobao, 2012; Pineda Hoyos, 2018; Roushad et al., 2015; Ware & O'Dowd, 2008). As there is no feedback when learning the language through the Direct method, the usage of is a complicated issue. When the teacher makes the learner watch some authentic videos by means of Skype, Zoom and other applications, he simultaneously applies two applications and programs. Social platform and TV channel. In this case, the Direct method merges with CLT. The mixture of two separate methods is called hybrid method. As there are subtitles of the authentic videos, there is usually no need to use online or offline dictionaries. However, there are cases when the learners might use dictionaries though it could happen at random. The learners are supposed to look up an unknown word on his/her mobile phone very quickly. As authentic videos are watched on the laptops or mobile phones, the usage of these technological devices is inevitable.

The Audio-visual method is very successful in teaching listening, reading and writing skills despite the lack of speaking skill. The development of three above-mentioned skills also boosts the speaking skill though its practice is absent. Social networking sites are effective to develop the listening skill and speaking skills thanks to vision and sound together. Because we can chat, as well as open a live video through Instagram, Facebook, Tiktok, TalkAbroad, etc. Learning the second language through Peer and NS-learner videoconferencing facilitates the process (Lyster & Saito, 2010; Mackey & Goo, 2007) As the teacher makes the students listen to something by means of laptops/computers and mobile phones, we cannot deny the usage of these state-of-the-art devices. Compared to listening comprehension and vocabulary acquisition, there is less focus on developing speaking skill by means of audio-visual materials (Charles & Trenkic, 2015; Mitterer & McQueen, 2009) There are numerous studies which had investigations on eye-tracking technology to process audio-visual (Bisson et al, 2014; Conklin et al, 2018; Godfroid, 2019; Tragant & Pellicer-Sanchez, 2019, Winke et al., 2013).

There is an excessive focus on the development of pronunciation while learning English through the Audio-lingual method. Radio channels and music players play an indispensable role in the development of listening and speaking skills. Writing and reading skills are not practiced while learning a language through the so-called method. As there is no vision here, it is called the Audio-lingual method. If the vision combines with sound, it will turn into the Audio-visual method. The Audio-lingual method ignores the usage of TV channels and TV platforms partly. Because programs also have sound apart from vision. If we consider learning the second language only with sound isolating it from vision, we will be unable to develop our writing and reading skills. Besides, we willy-nilly avoid using online and offline dictionaries

As the situational language teaching happens in real life situations, learning the language through television especially watching TV series and TV show programs has been marked as “often”. Because learning the target language through SLT mostly and always happens in real life situations.

Different language learning methods were analyzed in terms of coverage of language skills, comprehensibility gain, usage of modern technological devices to reveal the best and most ideal method. The study showed that Unskills method and CLT were relatively more comprehensive in terms of coverage of all language skills. It turned out that videoconferencing between NNS-learners was not so effective while it was fruitful for NS-students. The study revealed that the most effective form of education was teacher-centered and self-centered lessons. From the analyses regarding learning the second language with the help of technological devices and social application platforms, the most universal method was CLT though it does not cover academic layer of the language. It was known that the usage of digital platforms including TV channels was more successful while learning a second language through the Direct method. The study showed that the use of technological devices and programs is poor while learning the language through SLT.

## CONCLUSION

Different language learning methods were analyzed in terms of coverage of language skills, comprehensibility gain, usage of modern technological devices to reveal the best and most ideal method. The study showed that Unskills method and CLT were relatively more comprehensive in terms of coverage of all language skills. It turned out that videoconferencing between NNS-learners was not so effective while it was fruitful for NS-students. The study revealed that the most effective form of education was teacher-centered and self-centered lessons. From the analyses regarding learning the second language with the help of technological devices and social application platforms, the most universal method was CLT though it does not cover academic layer of the language. It was known that the usage of digital platforms including TV channels was more successful while learning a second language through the Direct method. The study showed that the use of technological devices and programs is poor while learning the language through SLT.

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