



TECHNOLOGY INTEGRATION IN SECOND LANGUAGE TEACHING

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Abstract

This paper examines the use of Technology in Teaching English to Speakers of other Languages (TESOL). Based on extensive analysis of recent literature, this paper focuses on the different types of technology, the advantages and disadvantages associated with them, the impact they have on students, and possible areas for development. Furthermore, the paper looks into online resources, language learning games, digital libraries, social media, and other technological software that have been integrated into Language classrooms. While discussing disadvantages such as lack of teacher training, and advantages such as increased classroom engagement, the paper also gives suggestions on how to effectively integrate technology into Second Language teaching. The literature review summarizes current research, paying special focus on the types of technology, such as Youtube, and Duolingo, among others, and the impact of integrating technology into Language classrooms.



Keywords: *TESOL, Second Language Learning, Technology, Online language tools, Language learning applications, Language Learning platforms.*

Introduction

Technology in Education has played instrumental role over the last decade. Since the 1960s, the relevance of technology in language teaching has been debated (Alahmari 2013). As a result of technological advancements, education has undergone numerous changes and reforms (DelliCarpini, 2012). Because of its many advantages for online teaching and learning, computer assisted language learning, or CALL, has been especially crucial in our present battle against the coronavirus pandemic. According to research, incorporating technology into the classroom can improve student inquiry, foster student expression, facilitate engagement, and increase teaching productivity (Baydas & Goktas 2016). Technology skeptics contest the necessity of incorporating technology into the classroom despite the advantages of educational technology. Studies have been done on the usefulness and significance of integrating technology into the teaching of foreign languages. These studies began to appear in the literature, particularly in the 2000s as computer and internet usage increased (Zengin & Aksu, 2017). These studies looked at different approaches of integrating technology into foreign language instruction. The majority of these research concentrated on teaching English to non-native speakers. For instance, computer assisted learning (Alhujaylan, 2019; Enayati & Gilakjani, 2020; Kızmaz, 2019), flipped learning (Kırmızı & Kömeç, 2019) mobile learning (Almogheerah, 2020; Bensalem, 2018) The advent of technology brought about a dramatic change in language education methodology. Technology has several benefits that make learning more dynamic and fruitful. Students are encouraged to interact and tailor their studies to their interests when they use technology. It was well known for teaching English in the modern world.

People around the world can now communicate with each other in a compelling and authentic way, in linguistically and culturally complex contexts, through the help of technology (Kessler, 2017). The use of technology has become an important part of education, both inside and outside of the classroom, as most language classes make use of technology in one way or another. Language teaching and learning have been enhanced by the use of online language platforms, interactive whiteboards, and digital language games, to name a few (Ahmadi, 2018).

The integration of technology in second-language classrooms has brought about a transformation in the field of education, which presents a range of challenges as well as opportunities for improving learning results. This paper investigates the various ways that technology is used in Teaching English to Speakers of Other Languages (TESOL) and explores the various applications, effects, and potential developments. However, it is thought that enumeration of the technologies that have affected foreign language instruction and the instructional movements that have arisen as a result of new technology development was useful. According to Salaberry (2001, pp. 40–42, 44–46), these technologies include advanced multimedia platforms, computer-assisted instruction,



audiovisual media, language laboratories, and computer-assisted language learning. The present study aims to contribute to the ongoing discourse on the nexus of foreign language acquisition and technology integration by investigating the perspectives of educators who have over twenty years of experience teaching foreign languages and have integrated new technologies into their classrooms.

This paper also investigates how technology affects students in TESOL contexts. Some of the technological tools used in language learning classrooms have drawbacks such as distraction, or differences in students' access to technology, among others, but also include benefits such as enhanced engagement in classes and lessons, and personalized learning options, and so on.

This paper aims to contribute to the continuous discussion on the use of technology in TESOL by analyzing previous research and providing useful insights. Furthermore, the objective is to ensure teachers are equipped with strategies that can effectively utilize technology's power to promote second language proficiency, cross-cultural awareness, and inclusive learning environments in the context of second language education.

Research Questions

Research Question 1: How does technology integration influence second language teaching and learning?

Research Question 2: What recent advances have been made in the integration of technology with language learning?

Research Objective

To examine how different technologies, such as interactive whiteboards, language learning games, online platforms, and more, can help to improve language learning. Furthermore, to recognize drawbacks such as problems with authenticity, digital divides, and more, and to provide suggestions for maximizing technology integration to enhance approaches in second language instruction.

Research Methodology

This paper uses a qualitative research methodology to investigate the use of technology in second-language teaching. The qualitative method is the most appropriate method for this research as the paper aims to discuss learners' and teachers' perceptions and experiences with technology in English language classrooms. The primary goal of this paper's research design is to identify and analyze teachers' and students' viewpoints on the use of technology in second-language instruction.

Literature Review

According to Dinc (2019), the use of technology in classes leads to more use of student-centered activities, students pay more attention to the lesson, and their interest in the subjects is also



affected. Furthermore, it has been noted that computer-based curriculum increases student performance in the classroom and affects students' attitudes positively when computers are used as learning tools (Dinc, 2019).

Another study discusses that when technology is used appropriately, it can be very advantageous for both students and teachers. It helps students with language learning at their own pace and focuses on their needs and skills, helps in self-understanding, and creates motivation in students. The use of technology in classrooms also develops students' creativity and provides them with interesting, interactive, and exciting activities to learn and study the language (Ahmadi, 2018).

Furthermore, a research investigating the 'Effect of Technology on Learning English as a Second Language' concludes that since technology plays an important role in all aspects of human life, such as work, and communication, it should also be integrated into educational activities. The research suggests that educational institutions and teachers should update their technical skills and facilities by utilizing updated and state-of-the-art equipment that aids ESL learning. Furthermore, students should be encouraged to embrace technology to enhance their language skills. The research emphasizes the fact that technology is essential for comprehensive language development, and so should be used by teachers appropriately (Shehab, 2022).

Another study highlighting the benefits of Mobile-Assisted language learning suggests that students can improve their listening skills. As listening exercises are the first stage in learning a second language, it is crucial to develop appropriate skills in learners. With the continuous development of mobile phones, it is possible for systems to be designed that can help students develop their listening skills through listening exercises (Miangah, 2012).

A study by Ghavifekr (2015) concludes that enhancing ICT (Information and Communication Technologies) integration in classrooms can enhance education standards, and is essential for effective learning environments and meeting the demands of 21st-century education (Ghavifekr, 2015).

Another paper that investigates Digital Storytelling in Language Education concludes that with the help of modern technology, learners can actively participate in the learning process, cognitive development is encouraged, and teaching and learning can be greatly improved. Furthermore, the study suggests that integrating the DST method into the language curriculum is a significant step in language learning and teaching as it enhances students' learning, reading, writing, and speaking skills (Moradi, 2019).

A study that investigated the impact of using YouTube in EFL classrooms highlighted that YouTube has a positive effect on EFL students' learning. The entertaining atmosphere created by the use of YouTube motivated the students to pay more attention to class and learn. Throughout the learning process, the students were very eager to participate in the different activities and to watch, read,



write, discuss, and engage in various activities (Alwehaibi, 2015).

A study investigating 'Gamification in English Language classrooms', specifically the use of 'Kahoot!' deduced that Kahoot! has positive impacts on students' English learning, enhances academic motivation, and creates an engaging and personalized atmosphere in classes, which ultimately enables students to work together productively and achieve the desired academic outcomes (Kıyanççek, 2022).

Similarly, another study exploring the effects of gamification in EFL classrooms concluded that students were more excited to learn through games and fun activities. This study investigated students' responses to 'Duolingo', and determined that students enjoyed learning English with Duolingo as it was fun, interesting, and easy to use. It was also suitable for all levels, so students could learn based on their own needs. They also noted that Duolingo could improve students' English in general as it provided different exercises related to general topics such as food, animals clothes, and so forth. They could also practice their reading, writing, listening, translating, and speaking skills through different games and practices (Redjeki, 2021).

Another paper that investigated Students' perspectives on technology integration in ELT stated that most students became highly motivated and paid more attention in class as the modern technology tools made the lesson more interesting. However, the researchers also suggested that proper training for teachers would be required to make the most of the technological tools to enhance students' learning (Singh, 2019).

A study investigating whether interactive whiteboards would enhance learners' engagement noted that there was an increase in student participation during the lessons. Using the whiteboard encouraged collaborative learning and created an exciting atmosphere, and learners' anxiety was reduced (Linh, 2021).

Technological Tools in TESOL

Technology in TESOL involves many different kinds of tools that aim to elevate language learning and promote proficiency.

1. Language Software:

- Rosetta Stone: A language learning software that offers exercises and language lessons to improve vocabulary and grammar skills. A study investigating Mobile Assisted Language Learning (MALL) in EFL concluded that the use of the Rosetta Stone application can improve writing, listening, and speaking skills in English, and can also aid in improving vocabulary and pronunciation (Nst, 2023).
 - Duolingo: A well-known language learning program that uses gamification to keep users motivated and excited to learn languages.
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2. Online Platforms:

- Google Classroom: A virtual classroom where teachers can create and assign homework, give feedback, and interact with students. A study exploring the effectiveness of Google Classroom in teaching English during COVID-19 noted that using this platform as a medium had a positive impact on students' speaking skills, as it provided a space for teachers and students to discuss the material and assignments (Isda, 2021).

3. Language Learning Games:

- Quizlet: A website where students can make and study from flashcards, play educational games, and improve their grammar and vocabulary through quizzes. A research investigating the effect of Quizlet on vocabulary acquisition pointed out that Quizlet provided an ideal environment for learning, both inside and outside the classroom. Students can form groups to work together which promotes collaborative learning, and learners can perform different tasks, and assess their vocabulary, among other things (Sanosi, 2018).
- Lingodeer: An application that helps users improve their speaking, writing, reading, and listening skills through interactive games, audio exercises, and quizzes to test their abilities.

4. Digital Libraries:

- JSTOR: A digital library that provides books, journals, and primary sources of different subject areas.

5. Social Media:

- Hellotalk: An application that allows language learners to connect and communicate with native speakers worldwide for language practice, using text, phone, and video chats. A paper on Hellotalk notes that this application is an effective language learning tool, especially for the younger generation because of its social environment. Some noteworthy features of this application are automatic translation, transliteration, on-the-text corrections, and so on (Mag, 2024).
- Facebook Groups: Learners can join groups on Facebook, join discussions, and exchange tips and resources in language-specific groups. Results from a case study investigating the effectiveness of Facebook in English Language learning indicated that Facebook provides an encouraging environment for English language learners. The application can improve learners' attitudes, confidence, motivation, and perception about learning the English language (Faryadi, 2017).

Impact of Technology in TESOL:

The integration of Technology in Second-language learning has significant advantages. For instance, many studies have noted how students are motivated to learn due to the interactive and engaging activities offered by online learning games and platforms. Furthermore, students can



learn at their own pace, as several applications and learning platforms offer lessons for students of all learning levels. Learners can have access to real-world language and cultural materials through digital platforms such as Project Gutenberg and JSTOR. Moreover, as a study notes, students can study independently in classrooms, allowing the teacher more time to prepare for the parts of second language study that are not available online, such as work on spoken dialogue, training for essay writing, preparing presentations, and others (Castillo-Cuesta, 2020).

Additionally, technology allows students to connect with peers and teachers globally, further assisting in language practice and encouraging culturally rich exchanges. Platforms such as Zoom, Skype, and others, allow students to engage in real-life conversations with native speakers or fellow peers from any corner of the world. Websites such as Reddit and Quora, furthermore, provide spaces for students to ask questions, share experiences, and connect with learners from different countries and linguistic backgrounds.

However, there are some barriers as well. One study notes that the availability of technology is one major concern (Carver, 2016), while another points out the element of distraction and misuse, as students can get distracted by the entertainment provided by the games or tools, and using the internet without proper guidance and supervision can be harmful for minors (Pazilah, 2019). Technical issues and lack of training are also some disadvantages, as even if the teachers have positive attitudes toward including technological tools in their lessons, they can occasionally face technical issues, or are not familiar with using the tools (Alamri, 2021).

Conclusion:

With both positive and negative impacts, the use of technology in Teaching English to Speakers of Other Languages (TESOL) is a mostly advantageous change in language classrooms. This paper examined several aspects of technology integration in TESOL and analyzed its effects, drawbacks, benefits, and possible suggestions for further research and updating of technological tools, by discussing a wide range of literature.

Some of the discussed positive impacts of technology in second language education include increased student engagement due to interactive resources such as Duolingo and Quizlet. By offering personalized lesson plans that can meet the different needs of students, these technologies encourage motivation and self-paced learning. Furthermore, digital resources such as digital libraries and social media platforms such as Facebook encourage authentic language practice and facilitate good conversation skills.

In conclusion, despite certain drawbacks, technology has the potential to improve TESOL language learning experiences and perceptions. Through an analysis of practices and discussion of potential improvements and developments, educators can take advantage of the available technological tools to curate and create inclusive, engaging language learning environments. Moreover, to fully take advantage of technology in TESOL, more research and collaboration are



needed.

Recommendations:

Taking the research and available data into account, this paper suggests using technology in classes with consideration and care, to make sure the students are safely using the tools. Furthermore, more research should be carried out to develop and improve technological tools for language learning. Additionally, teachers, policymakers, and technologists should collaborate to eliminate learning obstacles. Teachers should be offered appropriate training so they can make the most of the available tools.



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