

# The Role of Technology in ESL Instruction

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**Abstract - Technology's influence on ESL classrooms is explored in depth. Make use of today's innovative digital resources to learn a language in or out of the classroom. Further detail is provided on how technology has been utilized to enhance the teaching and learning of language skills. The study's most important finding is that the vast majority of EFL teachers believe that technology may help them enhance their teaching and their student's learning. The essay delves into both the benefits and drawbacks of using technology in ESL lessons. The essay finishes with numerous recommendations for enhancing the instruction of English to those for whom it is a second language.**

**Keywords - Technology, Internet, Language Learning, Teaching, and Digital**

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## INTRODUCTION

ESL students are those who are learning English as a second language. Some students may be learning English as a third, fourth, or even fifth language, which makes the phrase "second language learner" rather deceptive. Students who are still learning English may alternatively be referred to as "emergent bilinguals" or "English Language Learners" (ELL). There is a vast variety of ethnic backgrounds and English proficiency levels among these pupils. Remember that ESL kids are not at a disadvantage but rather a strength. Learning a new language is a complex and rewarding process. Children studying English as a second language require additional support in the form of specialized instruction to make academic progress.

The basic objective of English as a Second Language (ESL) training is the acquisition of these four linguistic skills. To aid their pupils in learning English, teachers of English as a Second Language (ESL) use a variety of strategies. Educators of English as a Second Language are encouraged to utilize resources and exercises in the classroom that are "culturally sensitive," or respectful of the many backgrounds and experiences of their pupils.

ESL students have a significant hurdle while trying to master the nuances of each subject matter presented in English. Teachers now have access to a wide variety of technological resources, including televisions, projectors, interactive whiteboards, tablets, computers, and multimedia assets like movies and recordings. The use of technology in the classroom is beneficial for all students, notably those learning English as a second language (ESL).

As most contemporary technology is constantly evolving, language teachers must remain current on the latest advancements in the industry. Therefore,

administrators, language instructors, and students must collaborate to make the most of current technology breakthroughs before they become obsolete. Therefore, teachers and language instructors need to adopt a strategic posture toward technology, one that considers a variety of aspects and concepts of the relationship between technology and linguistic development. Both the present and the expected future developments in technology should be considered. New technology has enhanced almost every facet of modern living. Technology has been significant in the realm of education since it offers a means of acquiring and spreading information.

The bulk of studies have focused on computer-assisted language learning (CALL), with several recommending the creation of dedicated organizations to further promote the use of technology in education. There are now established organizations such as the International Association for Language Learning Technology (IALLT) and the European Association for Computer-Assisted Language Learning (EUROCALL).

## LITERATURE REVIEW

**A, Alqahtani. (2019)** the use of modern technologies has greatly benefited the practice of teaching English as a second language in recent decades. Indeed, Mohammad Reza Ahmadi (2018) claims that electronic teaching programmers are the preferred method of most teachers since they encourage greater interaction between professors and students and greater proficiency in English. The majority of today's English language instructors make extensive use of a variety of technology tools created to enhance lesson delivery. Therefore, the current study is concerned with several aspects of the technology used in English instruction, including

the development of innovative curricula that take advantage of recent scientific and technical developments, the provision of technical media like audio-visual and modern technical programs, and the creation of student-teacher platforms that optimize positive language learning outcomes. The goal of this research was to explore the existing literature, provide a linguistic and conventional definition of technology, and assess its association with current pedagogical practices. Given this context, the researcher discusses the research topic, the research aims and hypotheses, and the results. The report ends with a set of suggestions that, if implemented, might further promote the wider adoption of contemporary technology to enhance educational practices.

**Amin, Md. (2019)** In-class and extracurricular technology usage have increased in recent years. As time goes on, technology becomes an increasingly vital resource for assisting educators in making language learning more accessible to their students. The importance of technological innovation in second/foreign language education is the topic of this research. It covered many mindsets that help ESL students make better use of technology to further their education. In this paper, the author defines technology and technology integration, explains how it is used in language classrooms, summarizes the findings of previous research on the efficacy of technology in enhancing language learning, and concludes with some suggestions for improving students' use of technological tools. Based on what we learned from reviewing the relevant research, we know that students' language skills increase when they make good use of technological advances.

**Pazilah, F. N., et.al (2019)** the previous two decades have seen significant advancements in technology. Many are internet savvy and are maturing into "digital natives." The use of technology in the modern period has simplified our lives in many ways, most notably the educational system. The use of technology in language classrooms has also been shown to be beneficial, particularly as a means of inspiration and because it allows for more natural learning. Despite the benefits, there are always drawbacks to adopting technology in the classroom. There is a risk of students being sidetracked and abusing the device. Students' ability to think critically might be hampered by their over-reliance on technology. This study thus discusses the benefits and drawbacks of using technology in the classroom while teaching a foreign language. This document might serve as a resource for ESL educators interested in incorporating technology into their lessons. The impact of technology on pupils' outlook is a promising area for future study.

**Ponnaiah, P., et.al. (2022)** this study provides a comprehensive assessment of the literature on the topic of the efficacy of technology in elementary ESL classrooms, focusing on research conducted in the last five years. Sixteen total investigations conducted between 2014 and 2020 were analyzed. The purpose

of this article is to investigate the usefulness of technology in elementary school ESL classes. The paper's secondary goals deal with the many forms and approaches of incorporating technology into an ESL classroom, as well as the difficulties that may arise before, during, and after such adoption. Many important pieces of data were gleaned from the publications analyzed in this research. The study's main findings are that students who use technology in their English as a second language class are more engaged and motivated as a consequence.

**Harikumar Pallathadka (2020)** with the advent of digital technology, the English language has taken a giant leap ahead. Both the teaching and learning of a new language are aided by technological advancements. Technology helps educators hone their craft by boosting the classroom experience for students. As the method develops, it will make it simpler for educators to acquire a second language on their pupils' behalf. Software instruction methods that boost student enthusiasm for studying and promote comprehensive English language acquisition are highly favored by educators. The majority of today's English instructors are ardent believers in a variety of methods shown to provide the best results in the classroom. Using innovative ideas that take use of recent advances in science and technology, this research delves into several facets of English teaching technology to provide educators with the tools they need to efficiently and effectively impart knowledge to their students. This investigation includes a survey of relevant literature, a linguistic and conventional description of the technology, and an exhaustive connection to previously established pedagogical practices. Thus, the researcher defines the central scientific question and elaborates on the relevance and significance of the study's aims and hypotheses. The essay finishes with a list of suggestions on how educators might better incorporate new technologies into their curriculum.

## RESEARCH METHODOLOGY

Multimedia English as a Second Language lessons emphasized the student. Multimedia in the classroom is used to assist students to develop their communication and interactive thinking skills. Without investigating the background of the people who speak it, it is difficult to become fluent in that language. Learning a language via visual and auditory media gives pupils a deeper understanding of the culture of the language's native speaker. If multimedia technology can successfully replace the traditional teacher-centered approach in ESL education, it has the potential to raise the bar for both the quality and efficacy of ESL teaching.

There is a positive correlation between the use of technology in the classroom and student outcomes. When utilized effectively, multimedia in the classroom has the potential to boost learning outcomes for students of all backgrounds. Students

may engage in courses regardless of their time zone or physical location thanks to multimedia resources.

Several pedagogical aims connected to the learning of foreign languages may be greatly aided by the use of technological tools in the classroom. The overuse of technology in language teaching has the potential to reduce it to a robotic, computer-centric process, undermining the authority of teachers. Most of today's technological tools in education are only ancillary. Their liberal use should not detract from teachers' authority as the major source of motivation in the classroom.

Therefore, certain types of technology have lessened the significance of the in-person connection between language students' The purpose of any given English language education should be the development of all four linguistic skills. Multimedia tools have the potential to boost students' interest and participation in class, but they also pose a threat to their capacity to interact with one another. The loudness of the machines makes it impossible for teachers to speak in class.

**DATA ANALYSIS**

Students in ESL classrooms would rather be taught how to utilize technology before being required to do so, according to the results of this research. Some people may disagree with the findings, given that they don't think they need technical knowledge to utilize cutting-edge technology they're already familiar with. Participants still favored online learning over sitting in a classroom, despite the difficulties. The final results, as tabulated, are as follows:

**Table 1: Age of Participants**

Age	Level	Number	Percentages
14-17	High School	2	2%
18-24	College	11	11.1%
25 and Above	Employees	86	86.9%

**Table 2: Have you done anything to prepare for your profession after college, such as internships or classes?**

Answer	Responses	Percentages
No	49	49.5%
Yes	41	41.4%
Didn't get a chance	9	9.1%

**Table 3: How well do you feel you've been preparing yourself for your future career?**

Yes	36.4%
No	63.6%

**Table 4: How important do you think training is in ensuring that college grads get satisfying careers?**

Yes	85.9%
Not Really	8.1%
No	6.1%

**Table 5: Training should be followed by employment, not the other way around. Where do you stand?**

Yes	43.4%
No	56.6%

**Table 6: You may choose the training approach that best interests you.**

In a classroom with a teacher lecturing face-to-face.	74.7%
Through online classes to save time and focus more	25.3%

**Table 7: Do you find it easy or difficult to study online? From one (very easy) to ten (very difficult), inclusive.**

0	1	2	3	4	5	6	7	8	9	10
16.5%	5.2%	4.1%	7.2%	8.2%	19.6%	9.3%	12.4%	12.4%	2.1%	3.1%

**Table 8: If you were to get training, would you rather have it provided by local academics or seek out overseas experts?**

Professors in my country	64.6%
Abroad professors	35.4%

**Technology in Education and ELT (English as a Second Language) has many commonalities.**

**Table 9: Technology in Education and ELT has many commonalities.**

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	13	32.5
Strongly agree	27	67.5
Total	40	100.0

Results in table (9) above explain that respondents were sample study, and pointed that a high percentage of "Strongly agree and agree " are exemplified "(67.5%) and (32.5%)" respectively are high equal (100%), so the highest percentage is going to the positive direction of the statements, and all answers from the study sample are agreeable.

**There are Mutual relationships between Information Technology and English Language Teaching (ELT).**

**Table 10: Mutual Relationship between Information Technology and English Language Teaching**

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	1	2.5
agree	17	42.5
Strongly agree	22	55.0
Total	40	100.0

Table (10) above explains that respondents were sample study, and point out that a high percentage of "strongly agree" and agree "are exemplified "(55%) and (42.5%) respectively are highly equal (97.5%), so the highest percentage is going to the positive direction of the statements, and most answers of the study sample are agreeable.

**The Call Programs can replace the Traditional Language Learning Methods**

**Table 11: Traditional Language Learning Methods**

Valid	Frequency	Percent (%)
Strongly disagree	1	2.5
Disagree	1	2.5
Neutral	2	5.0
agree	10	25.0
Strongly agree	26	65.0
Total	40	100.0

Table (11) above explains that respondents were a study sample and highlight that a high percentage of "Strongly agree" and "agree" are illustrated "(65%) and (25%)" respectively and are highly equal (902%), so the highest percentage is going in the positive direction of the statements, and all answers of the study sample are agreeable.

**Information Technology is becoming a must in English Language Learning Achievement.**

**Table 12: English Language Learning Achievement**

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	1	2.5
Neutral	5	12.5
agree	17	42.5
Strongly agree	17	42.5
Total	40	100.0

According to the data presented in Tables (12) above, the respondents comprised a study sample, with a high percentage of "Strongly agree" and "agree" as illustrated by "(42.5%) and "(42.5%)" respectively, high equal (85%), so the majority of respondents leaned in a positive direction.

**Fluency of speaking English Language is better when we use Technology**

**Table 13: Fluency of Speaking the English Language**

Valid	Frequency	Percent (%)
Strongly disagree	1	2.5
Disagree	1	2.5
Neutral	4	10.0
agree	17	42.5
Strongly agree	17	42.5
Total	40	100.0

As can be seen in Table (13) a sizable majority of respondents agreed that the assertions under investigation were accurate. It was also discovered that the vast majority of respondents agreed with the claims under investigation, with the proportion of those who strongly agreed illustrated by "(42.5%) and (42.5%)" being highly equal (85%).

**Information Technology has a Positive effect on the Process of learning English Language.**

**Table 14: The Process of Learning the English Language**

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	3	7.5
Agree	26	65.0
Strongly agree	11	27.5
Total	40	100.0

Respondents were a research sample, as shown in Table (14) and a large proportion of them gave favorable responses (as shown by "(65%" and "(27.5%" in the "agree" and "Strongly agree" columns, respectively).

**CONCLUSION**

The development of technology has infiltrated all facets of human life, from personal interactions to formal education to professional settings. It should be thoroughly integrated into learning activities and the sharing of information. It has to be included in classroom instruction. Also, technological developments should not be ignored since they improve both theory and practice in English as a second language teaching. Schools and teachers must have access to cutting-edge technological resources to effectively facilitate students' acquisition of English as a second language (ESL). Whether it's done in the traditional classroom setting or with the use of a computer, language-cooperative learning should serve to create an atmosphere that's optimal for teaching and learning. First and foremost, ESL educators should push their pupils to make use of digital resources to improve their English proficiency. Teachers should make smart technological choices, but not those that reduce their pupils to passive bystanders. It's important to strike a balance between using technology for its thrilling audio-visual impact and giving students an opportunity for meaningful linguistic tasks, such as language games and group work.

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