Research Article

Augmenting EFL/ ESL Education: The Outcome Of Technology On Contemporary Language Learning

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ARTICLE INFO	ABSTRACT
	The integration of technology in the teaching and learning of English as a Second Language (ESL) has revolutionized traditional pedagogical methodologies, offering innovative avenues for enhancing learner engagement and proficiency. This paper delves into the multifaceted role of digital tools and platforms in facilitating a more interactive, personalized, and effective English language learning experience. It examines the deployment of various technological resources, including online platforms, language learning apps, virtual classrooms, and multimedia resources, highlighting their impact on improving linguistic skills, cultural understanding, and motivation among learners. Key areas of focus include the ability of technology to provide immersive and contextual learning environments through virtual reality (VR) and augmented reality (AR), enabling learners to experience English in diverse cultural and situational contexts. Additionally, the paper explores the benefits of adaptive learning technologies that tailor content and pacing to individual learner profiles, thus optimizing the learning process. The challenges associated with the digital divide, teacher training, and the need for pedagogical integration are also addressed, emphasizing the importance of strategic implementation and support to maximize the benefits of technology in ESL education. The study highlights the potential of technology to bridge linguistic gaps, foster global communication, and prepare learners for the demands of a digitized world. Through comprehensive analysis and empirical evidence, the paper advocates for a balanced approach that combines traditional teaching methods with technological advancements to enrich the ESL/ learning landscape. **Keywords:** Digital implementation, English language learning, pedagogical integration, strategic implementation, teacher training etc.

Introduction

The utilisation of blackboards as instructional tools for teaching youngsters the construction of letters, words, and sentences has become obsolete in contemporary times. The digital tools stimulate human visual perception in a novel way, hence enhancing the enjoyment of the learning process. In instances where there is a notable rise in the ststudent community hose primary language is not English, it is necessary to develop innovative or novel and pragmatic strategies aimed at augmenting the acquisition of the English language. According to Berk (2016), the most renowned and beneficial technological tools for enhancing grammar and language skills are Interactive whiteboards and classroom flipping. This technique has resulted in the transformation of countless academic institutions. The utilisation of Prezi, PowerPoint, and YouTube in language Procession is a prominent aspect of flipped learning. Online platform Twitter, for example, offers a limited number of incredibly beneficial educational tools. In addition to this, Instagram has thrived with its novel method of teaching using visual aids, and Pinterest has emulated this technique. Additionally, several educators are considering creating a Facebook page that students can engage with by liking. They disseminate information in several languages and get interpretations from individuals who are not native

speakers. Furthermore, the use of blogging on Tumblr might serve as a motivational mechanism to foster the publication of students' accurate opinions and ideas in the English language.

There exist several applications that facilitate the attainment of the English language for individuals who are not native speakers, hence mitigating any potential challenges they may have. They facilitate the enhancement of communication skills, the acquisition of improved work opportunities, the delivery of lessons with assurance, and, notably, the achievement of favourable academic performance. The most optimal choices for Android users include Busuu, Fluent English, Listen & Talk, and English Podcast for Learners.

The advent and expansion of the Internet have had substantial implications for the field of foreign or second language instruction. Numerous resources available on the World Wide Web (WWW) offer support and fascilitat the educators of English as a English as a second language (ESL) in the context of language instruction, namely in the domains of EFL and ESL.It is not unexpected that, throughout the last decade, a growing number of language educators have included the Internet in their instructional practices. The aforementioned reality has led to substantial changes in language teaching approaches, where both the teacher and technology have equally important responsibilities in establishing innovative classrooms for language . Integration is currently widespread in several EFL/ESL contexts.

Teachers' Training for Web Technology

The integration of Web technology into the classroom by instructors, both individually and collectively, is considered a significant concern due to their efforts to adopt interactive teaching methods (Parks et al, 2003). Consequently, many English as a Foreign Language (EFL) instructors are worried about the optimal utilisation of the Internet to involve students in a significant and captivating educational setting (Koehler, 2004).

The capacity and responsibility to exert influence over the development, modification, adoption, and/or dismissal of nascent technology. To make these significant decisions, individuals must possess a comprehensive understanding of not only the utilisation of these technologies, but also the potential benefits and limitations that their adoption and incorporation into English language arts and literacy education may yield for educators, learners, and the broader society. Given the need to customise teaching practices to suit the unique needs of individual students, classrooms, and communities, it is necessary to do further research at both the classroom and national levels to make informed decisions. Put simply, both individuals caution against perceiving the integration of modern technology in English language arts and literacy education as a method to attain outcomes that are intrinsically and universally favourable, or as a deterministic approach.

In a research paper, Young (2016) gives a range of perspectives and focal areas. These statements of belief aim to propose the potential changes that the contemplation of such technology could bring about.The optimal integration of technology in any given subject area is achieved when the instructor, who possesses expertise in their respective discipline, establishes essential connections between the objectives and teaching methods of their subject area and the technical resources at their disposal. The enhancement of our understanding, teaching, and conceptualizations regarding structure, composing procedures, and perceptions of an expanded, multimodal concept of text and meaning-making can be achieved through a meticulous examination and evaluation of composing processes and products that integrate multimodal literacies and multimedia technology. The composing process yields valid and successful products, outcomes, and artefacts such as hypertext, interactive media, web design, digital literacy portfolios, PowerPoint presentations, and digital cinema documentation. The utilisation of multimodal literacies and multimedia technology can enhance the composition process and promote the creation of dynamic, participative, generative, exploratory, visual, and collaborative texts. While technology should not supplant the role of the writing instructor, instructors must use emerging technologies for teaching composition and guiding students in cultivating effective writing processes and results.

The utilisation of computers as listening aids is widely regarded as a crucial educational tool for enhancing the listening abilities of English as a Foreign Language (EFL) learners. It facilitates independent learning and provides prompt feedback following the completion of tasks. Utilising a variety of media integrated into a computer for teaching and learning listening can enhance the skill and yield superior outcomes. The utilisation of computers also provides students with the opportunity to augment language acquisition through the integration of real-life illustrations. The utilisation of computer-facilitated digitised speech and video can prove highly advantageous in the acquisition of this essential language proficiency.

The utilisation of computer technology in conjunction with the internet can prove beneficial in the procurment, enhancement, practice, and evaluation of speaking proficiency. English as a Foreign Language (EFL) students have the option to utilise internet-connected computers, tablets, and smartphones to engage in conversations with native speakers. This allows them to practice and improve their language skills in a more welcoming foreign language learning setting. In addition to instant messaging (IM) services, other social networking platforms, including Zoom, Kahoot, Webax, Google Meet and Facebook, have expanded their features to include audio and video chat capabilities. According to scholars like Payne and Whitney (2002), the use of computer technology in this context motivates even the most introverted English as a Foreign Language (EFL) students to engage in communication. As a result, the utilisation of computer technology in the context of speaking development provides learners with authentic and challenging learning

environments, hence reducing the need for excessive instructor intervention and facilitating the enhancement of this essential ability.

Furthermore, the use of computers and the internet offers a variety of up-to-date and genuine reading resources, while textbooks may offer obsolete reading materials (Kasper, 2000). According to Chun and Plass (1997), the verbal and visual systems in computer applications play a crucial role in helping students understand literature. Visualising a situation enhances the long-term retention of information for EFL students. Most CALL programmes are abundant in visual and auditory elements.

The abundance of reading materials accessible through computer technology and the internet can motivate English as a Foreign Language (EFL) students to engage in reading in a foreign language, such as English, and offer them chances to do so. Due to this rationale, it is widely held that computers have the potential to foster prolonged reading sessions, enhance reading fluency and speed, nurture inherent motivation for reading, and contribute to a cohesive educational framework for students.

According to Cunningham (2000), the implementation of word processing software in his writing class resulted in increased productivity among his students. He administered a survey to 37 English as a Foreign Language (EFL) students in his writing class to ascertain their perspectives on the utilisation of computers in writing. A significant majority of students, specifically 88%, reported that the use of word processing improved their writing skills. The utilisation of a word processor during the writing process was reported by certain students as enabling them to concentrate on certain aspects of their writing, including grammar, vocabulary, and text organisation or structure. Kasper (2000) also reported comparable findings, emphasizing the influence of computer technology on the enrichment of written communication among English language aspirants.

Students linguitstic aptitude can be evaluated and examined in a précised pattern by recruiting the computer technology. Various scholars, such as Chapelle and Douglas (2006), Dandonoli (1989), and Stansfield (1990), have advocated for the integration of computer technology in the assessing and testing of foreign languages. Multiple reputable websites provide online reviews for language learners. English as a second language students get the opportunity to visit these individuals to gaze their language aptitude and skill. The aforementioned websites encompass www.dialang.org, www.market-leader.net, www.ecollege.com, www.myenglishlab.com, www.hotpot.uvic.ca, and www.school.discovery.com, among others. Additionally, EFL instructors can provide online appraisal for their students by utilising authoring software such as Hot Potatoes, Macromedia Authorware, and others, specifically tailored for the courses they instruct.

Challenges of Integrating Technology in an EFL/ESL Classroom

Technology enhances the pedagogy and acquisition of English language skills, while also fostering students' motivation and cultivating a good disposition towards language learning. However, the integration of technology in educational settings has encountered challenges and significant resistance.

As we advance in the 21st century, technology is becoming more and more prominent in the classroom, resulting in numerous advantages. Textbooks are being substituted by tablets, while cellphones enable us to research a wide range of subjects. The prevalence of social networking has become commonplace, and how we employ technology has fundamentally transformed our lifestyle. The influence exerted by technology on educational institutions in the twenty-first century has been significant. The extensive utilisation of technology has profoundly transformed the methods by which educators deliver instruction and students acquire knowledge. Educators are acquiring the necessary skills to effectively incorporate emerging technologies such as tablets, iPads, Smart Boards, digital cameras, and computers into their teaching practices, while learners are leveraging contemporary technology to enhance their learning experiences. By adopting and integration of digital tools into the educational setting, we are equipping our students with the necessary skills and knowledge to thrive in their post-graduation endeavours. There are several benefits to utilising it.

The embedding of technology in the classroom amplifies the pleasure derived from the process of learning. Students choose technology due to their perception that it enhances the level of engagement and enjoyment in education. They exhibit a strong preference for laptops and tablets. Utilising virtual courses, videos, or tablets can enhance the engagement of subjects that students see as challenging or dull.

Technological innovations equip students with the necessary skills and knowledge to navigate the future. Based on a study conducted by Becta (2006), it was found that 90% of students expressed that the integration of technology in educational settings will contribute to their readiness for the digital era. The acquisition of these 21st-century skills is crucial for achieving success in contemporary culture. Professions that previously did not have a digital element may now have one. Mere memorization of facts and language phrases is insufficient; students must also possess the ability to solve intricate problems and engage in collaborative efforts with industry professionals. Utilising educational technology in the classroom equips students with the necessary skills and knowledge to thrive in the future and adapt to the growing digital economy. This objective is achieved through the provision of multiple opportunities for language practice. Students get the opportunity to engage in language and context experimentation, with a more informal tone. To engage in the writing process, students have the opportunity to contribute by submitting blog entries, making modifications to other websites, and constructing e-portfolios.

Technology plays a pivotal role in enabling autonomous student learning. Contemporary technology enables students to engage in self-paced learning. The majority of applications, for example, offer the capability for individualised education. Students can acquire knowledge according to their aptitudes and needs. This type of training is beneficial for the teacher as it enables them to address difficult individuals on an individual basis. The inherent flexibility of this adaptation facilitated the seamless integration of Lessons into various pre-existing online platforms by educators. This feature has the potential to enhance students' cognitive skills, as well as their engagement and drive. Through the use of technological tools, teachers may easily allocate and assess students in a way that is customised to their specific learning goals. While it is true that not all resources were equipped with inherent safeguards against academic dishonesty, the implementation of various technologies proved instrumental in mitigating challenges associated with cheating and incomplete assignments. It facilitates individuals in assuming the role of knowledge makers. The utilisation of Web 2.0 or subsequent iterations enables the dissemination of our work to a broader audience.

Students are interconnected with technology. The utilisation of technology is of utmost importance in the lives of children. Off campus, the overwhelming majority of their activities include the harnessing of technology. Through the infusion of technology in the classroom, educators are revolutionising their traditional teaching methods, which involve six hours of lectures a day, and equipping students with modern tools suitable for the 21st century. Technology plays a crucial role in facilitating collaboration among students within the school setting. The aforementioned tools facilitate and enhance collaborative efforts between students and teachers. It actively involves students. Technology is perpetually intriguing in actuality. In the classroom setting, the utilisation of these technologies does not seem to necessitate the completion of the assignment. Besides, it motivates our introverted students to actively participate in our lectures, and their eagerness to generate and exchange ideas presents a valuable chance to acquire knowledge and engage. Transitioning from teacher centered setting to more collaborative and cooperating environment.

Technology enables the process of diagnosing and treating issues. When student assignments are submitted electronically, both educators and learners can promptly obtain outcomes and feedback. The promptness of the grading method and student learning is enhanced by its promptness. Instructors promptly address student uncertainties, insufficient knowledge base, and practice requirements. These advantages enable students to progress in their academic pursuits without the need to rely on the teacher's assessment of extensive paper stacks or the completion of extensive class examinations. Typically, these technologies enable teachers to teach in a manner that focuses on the needs and interests of the students. A smaller number of lessons are solely controlled by the teacher's plan, while a larger number are directed by the students' organic advancement via the online materials.

Peachy (2015) contends anticipated that computer will have revoultionalized the approach to language instruction and acquisition. However, in numerous classrooms, expensive equipment proves to be ineffective, and the obstacles to achieving successful implementation remain a subject of debate. Technology has become an indispensable element in almost all English language teaching (ELT) conferences and publications worldwide, marking the sixteenth year of the new century. However, I contend that the results are highly disheartening about genuine enhancements in student achievement and the effective integration of technology by educators.

There has frequently been a connection between hardware investment and technology investment. One possible approach to address the challenges associated with technology integration is to allocate financial resources towards its resolution. Education ministries globally have been willing to invest in expensive interactive whiteboard (IWB) equipment without conducting a comprehensive assessment of its benefits in classrooms. Teachers are often granted the autonomy to effectively utilise interactive whiteboards (IWBs) in a pedagogically effective manner, with minimal or no instruction or direction. Meanwhile, managers can absolve themselves of responsibility for the matter and assert their involvement in the incorporation of technology. Teachers exhibit significant hostility and scepticism towards the integration of technology.

Investing in technology without sufficient connectivity proves to be a futile endeavour, since the abrupt cessation of connectivity upon teachers and students accessing content-rich websites in substantial quantities results in the teacher experiencing humiliation and reverting to traditional paper materials. Additionally, the matter of the IT gatekeeper must be considered. According to Peachy (2015), a limited number of IT support professionals possess pedagogical expertise and tend to perceive themselves as guardians of the computer system. Instead of extending a warm reception to teachers and providing support in attaining their technological objectives, they may exhibit a hostile and defensive demeanour. Oftentimes, this issue is exacerbated by the absence of a shared lexicon for articulating issues between both parties.

Numerous training centere have setup computer labs to equip students with technological skills. However, it is worth noting that in most schools, these rooms typically consist of rows of desktop computers. The presence of peripheral devices, such as microphones, headphones, and webcams, in these computers is infrequent, hence limiting their potential as effective tools for communication and speech skill development. Relocating students within the classroom to enhance social interaction is exceedingly challenging.

Furthermore, the existence of distinct classrooms that educators are required to reserve and bring their students to within a specified timeframe poses an additional challenge.

Training in many universities still primarily focuses on hardware, "office" programs and software specifically designed for English Language Teaching (ELT). The training for equipment, such as Interactive Whiteboards

(IWBs), usually takes place after the integration of the technology within the educational setting. Although there exists certain advantageous software for language acquisition, it often consists primarily of digitised renditions of conventional course book materials, with a predominant focus on gap-fill and pairing exercises. Mantano (2015) noted additional challenges and proposed some remedies for mitigating them.

Technology may be bothersome. This highlights the significance of developing a structure and ethos of reverence from the very beginning. Provide explicit instructions, designated time intervals during class, and your exact objectives for facilitating the integration of technology in the classroom. Establishing clear expectations and regulations for the students and strictly following them will be crucial for them to respect your boundaries. Utilising students' existing technology, such as smartphones and computers, for effective and efficient learning is more advantageous than denying the existence of these devices.

The potential for social detachment. This phenomenon may manifest, although it is not obligatory. There exists a prevalent sense of doubt regarding the influence of technology on the verbal communication abilities of children, as well as individuals in general. By integrating technology, oral presentations, and teamwork into classroom tasks, you may foster students' adaptability in their learning and interactions.

Technology can exacerbate occurrences of academic dishonesty in both classroom and assignment settings. However, this outcome can only be achieved if one abandons the attempt to alter the perspectives of their students and instead presents them with assignments that are completely subjective, devoid of any cognitive or perceptual elements.The distribution of technical resources among students is not consistent. Some children will lack access to iPads, cameras, and essential textbooks. You will be tasked with guiding them towards the library or community resources or creating assignments that facilitate collaboration and content sharing. Nevertheless, morthan 95% of students posses at least one electronic device, even if it is something as basic as a mobile phone.

Barnawi (2015) examined the perspectives, attitudes, drive, and apprehensions of English as a Foreign Language (EFL) instructors on Internet-based EFL instruction. According to the findings of this study, a considerable number of the participants exhibited favourable attitudes and a readingess to integrate the Internet into educational environment. They viwed the Internet as a valuable and plentiful toole for facilitating teaching and learning. Nontheless, other obstacles, including insufficient guidance on Internet usage, limited access to technology resources, cultural appropriation, and the imposition of conventional instructional methods, may pose both internal and external barriers to the integration of the Internet in educational settings.

Flipping Method in English Classroom

Classroom flipping is a highly effective instructional strategy that exposes the learning process in a highly fashionable manner. Just as educational centres have evolved in to nucleus of learning of individualised teacher attention, homes have transformed hubs of virtual education. This technique has resulted in the transformation of countless academic institutions. Flipped learning encompasses several tools, like Prezi, PowerPoint, and YouTube, which are utilised for language learning purposes. Individuals are granted the freedom to curate and disseminate content in the formats of movies, slides, and photographs.

Furthermore, INSTAGRAM has thrived by employing an innovative method of acquiring knowledge through visual aids, and PINTEREST has emulated this strategy. Additionally, several educators consider creating a FACEBOOK page that students can "like." They disseminate information in several languages and get interpretations from individuals who are not native speakers. Furthermore, these programmes might serve as a motivational instrument to foster students' inclination to express their accurate thoughts and ideas in the English language.

The teaching methodologies are transforming, necessitating a corresponding adaptation in the learning techniques. Ultimately, Technology aims to offer the most delectable bowl of noodles for English language learners who are hungry.Technology is modifying future techniques of teaching English to speakers of other languages. In light of the growing need for educators in public schools, adult education programmes, and urban areas with significant immigrant and refugee populations, it has become necessary for instructors to take into account the "digital literacy" of their students alongside their proficiency in the English language. The first step for individuals with an interest in Teaching English to Speakers of Other Languages is to acquire certification, which can be achieved by participating in an online university programme.

An increasing number of these programmes are currently available in an online format, enabling students from diverse geographical locations to engage in virtual interactions through various means such as the Internet, audio tools, voice tools, Second Life, Skype, and e-readers.

One notable advancement in the realm of online education is the introduction of a voice recording application. This application facilitates the posting of audio samples by both students and instructors on message boards, thereby enhancing the authenticity of the interaction. This technology provides students with the option to engage in auditory learning instead of reading written material, which can be highly advantageous for individuals who prefer auditory learning.Several educators have also innovatively used Second Life in their instructional framework. Rather than relying on students' spontaneous interaction during their leisure time, educators encourage students to actively participate in Second Life, explore areas where language acquisition takes place, and engage in observational activities.

The teachers are utilising the technology they acquired throughout their academic studies to instruct their students, as they have come to recognise that technology can assist and improve language learning. The educational institution is utilising technological tools, such as Skype, to establish connections between their classroom and English-learning classrooms located in different nations. Various strategies are employed to customise classroom activities and homework tasks according to the specific language proficiency level of individual students.]

English Teacher in the 21st Century

Instructors have a vital role in assisting students in realising their full potential by offering guidance and assisting them in honing their recently acquired cognitive and technological skills. Daggett (2010) suggests that children need support to become competent members of society, whether they are engaging in social networking or solving mathematical problems. While they may possess boundless access to technology and knowledge, can they properly and efficiently employ it? Is it possible for anyone to critically and proficiently evaluate it, and differentiate between objective facts and propaganda? Do individuals possess a comprehensive understanding of the ethical, legal, and moral dilemmas that arise about the access and utilisation of information? Is it possible for them to extract meaning from data? Do they comprehend the significance of material that extends beyond the minimum requirements for passing a test? As educators raise these concerns, they start to perceive education from the wider lens of modern society. The backdrop of this is aiding students in resolving practical problems and equipping them for an unpredictable future.

The global nature of the society in which our students must thrive is largely attributed to significant technical advancements. By having access to computers and the Internet, a vast number of students in impoverished countries can acquire the essential skills to compete for respectable work on a worldwide level. Technology has successfully equalised opportunities on a global basis for them.

Educational institutions across the country are increasingly adopting the utilisation of "virtual desktops" as a cost-effective method for integrating computing inside the classroom setting. Desktop virtualization technology facilitates the simultaneous utilisation of a communal computer by multiple users. On average, individuals tend to employ less than 5% of the computational capacity of their computer. The primary objective of desktop virtualization is to facilitate the sharing of underutilised computing resources among several users, hence mitigating energy consumption and technological costs. By utilising a limited number of basic hardware components and a software application, professionals can establish connections between seven to sixteen virtual desktops and a solitary access point. This enables users to engage in concurrent work on several programs and apps. Virtual desktops are comprised of three essential components: a display, keyboard, and USB mouse. A significant number of students in India have reaped the advantages of affordable technology, making it the largest market thus far.

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