

## Using Technology in the Classroom for English Language Learning

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### ABSTRACT:

Nowadays there is considerable debate regarding the integration of technology in language learning classrooms. It is widely acknowledged that digital tools and resources have transformed the way languages are taught and learned. This implies that both traditional and modern approaches to language instruction must be re-evaluated in light of technological advancements. Researchers suggest that technology-enhanced language learning, regardless of the target language, follows new paradigms that differ significantly from conventional methods.

The purpose of the study is to highlight the main concepts of English language learning through technology integration in the classroom. The objectives are to examine the challenges of teaching English as a foreign language using technology, to investigate current trends in technology-assisted language teaching, to explore various digital tools and applications used in the classroom for teaching English as a foreign language, and to analyze the impact of technology on classroom interaction and student engagement.

The methodology includes a comprehensive literature review related to technology integration in language learning, methods of analysis, classification, and comparative analysis of different technological approaches.

The most important results include understanding how digital natives acquire language skills through technology, the fundamentals of technology-enhanced language teaching, comparisons of various digital tools and platforms, examination of theories such as connectivism, multimodal learning, and different types of interaction facilitated by educational technology.

It is concluded that it is essential to make EFL learning engaging, interactive, and relevant to the digital age. The most effective way to achieve this is to incorporate technology meaningfully into classroom instruction. When technology is used for educational purposes in a classroom setting and is accepted as valuable and effective, teachers can begin to implement various digital tools strategically. Technology for teaching EFL has numerous advantages in addition to facilitating language skill development.

**KEY WORDS:** English, Language Acquisition, Educational Technology, Classroom Interaction, Digital Tools, E-learning

### 1. INTRODUCTION

Nowadays there are diverse perspectives regarding the integration of technology in language learning classrooms. It is widely acknowledged that digital tools and resources have fundamentally transformed language teaching and learning processes. This implies that both traditional and modern pedagogical approaches must be reconsidered in the context of technological advancement. Learning languages through technology, irrespective of whether it is a first, second, or foreign language, follows new pathways that differ from conventional classroom instruction.

The purpose of the study is to highlight the main concepts of English language learning through technology integration in the classroom. The objectives are to examine the challenges of teaching English as a foreign language using technology, to investigate current trends in technology-assisted language teaching, to explore various digital tools and applications used in the classroom for teaching English as a foreign language, and to analyze the impact of technology on classroom interaction and student engagement.

## 2. THEORETICAL FRAMEWORK

There are educational researchers who believe that integrating technology into second or foreign language learning creates fundamentally different learning experiences compared to traditional classroom instruction because digital environments offer unique affordances for language acquisition (Warschauer & Meskill, 2000; Chapelle, 2001). At the time of learning through technology, students are exposed to authentic materials, interactive content, and global communication opportunities that were previously unavailable. It is necessary to examine this matter deeply and understand how learners interact with technology, how they process digital content, and how they acquire language through technological mediation.

Language learning theories in the digital age are based on evolving pedagogical approaches. Approach refers to "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (Richards & Rodgers, 2014, p.16). One significant contemporary theory is Connectivism, proposed by George Siemens and Stephen Downes. According to this theory, learning occurs through connections within networks. There is a digital learning environment that enables learners to access, connect, and create knowledge through technological tools. According to this theory, learning resides in the diversity of opinions and the capacity to form connections between information sources, which is particularly relevant in technology-enhanced language learning.

No doubt, different methods of integrating technology in a classroom setting are based on relevant theories. Conventionally, the audio-lingual method relied on language laboratories with tape recorders. Today, technology integration has evolved dramatically. Computer-Assisted Language Learning (CALL) emerged in the 1980s and 1990s, followed by Mobile-Assisted Language Learning (MALL) and, more recently, Artificial Intelligence in Language Learning (AILL). These approaches emphasize interactive, personalized, and authentic language experiences.

The teacher's role has transformed from being the sole knowledge provider to becoming a facilitator, guide, and designer of technology-enhanced learning experiences. Students have shifted from passive recipients to active participants who can access, evaluate, and create digital content. The focus has moved from form to function, from accuracy to fluency, and from isolated skill practice to integrated, meaningful communication. The greatest advantage of technology integration is authenticity and engagement, provided it is implemented purposefully and contextually.

I support the idea that Technology-Enhanced Language Learning (TELL) comprises both a means to teaching language and an expansion of learning opportunities (Kukulska-Hulme & Shield, 2008). TELL is based on the concept of multimodal learning, which extends beyond traditional linguistic competence to include digital literacy, visual literacy, and information literacy. It is not enough for the learner to be competent in linguistics or grammar alone to use language in today's digitally-mediated world. Therefore, the technological context in which language must be used becomes relevant for language teaching.

Chapelle (2003) stated that "Technology-enhanced language learning stresses the importance of providing learners with opportunities to use English for authentic communicative purposes and attempts to integrate such activities into a wider program of language teaching through digital tools and resources" (p. 27).

In the light of this approach, both instructional and learning goals are aimed at developing communicative competence in digital environments. It assumes that language learning is enhanced when embedded in meaningful, technology-mediated contexts. Based on this concept, therefore, both language teaching and

learning should leverage technological tools to create authentic, interactive, and engaging experiences. Learning emphasizing technology integration is now commonplace in educational institutions worldwide. TELL emphasizes both fluency and accuracy while developing digital literacy skills.

### **3. METHODOLOGY**

The method of literature review related to the topic was used. I have reviewed articles, books, websites, and digital resources about various theories of technology-enhanced language learning, studies on the use of digital tools for teaching language, and studies about English as a second or foreign language in technology-mediated contexts. This includes a review of the main technology integration frameworks and language learning theories. Methods of analysis, classification, and comparative analysis were used in the paper.

### **4. RESULTS**

To my mind, it is important to find out how learners acquire language through technology. Since the digital revolution has transformed education, a substantial body of literature has been written about technology-enhanced language learning. Most researchers agree that technology-mediated language learning offers unique advantages that cannot be replicated in traditional classroom settings. This is evident in the terminology used: while traditional learning occurs in physical classrooms, technology-enhanced learning extends beyond temporal and spatial boundaries.

This is so because when learners engage with technology, they have access to authentic materials, immediate feedback, personalized learning paths, and opportunities for global interaction. Yet, some researchers caution that technology must be integrated thoughtfully to be effective, as technology alone does not guarantee learning; pedagogy remains paramount.

The process of technology-mediated language learning cannot be identical to traditional classroom instruction. While the former offers flexibility, interactivity, and authenticity, the latter provides direct human interaction and immediate teacher support. Hence, it is necessary to understand how learners benefit from technology and how teachers can effectively integrate digital tools. The process of language learning in both contexts is important, but they complement rather than replace each other.

#### **4.1. Technology-Enhanced EFL Teaching-Learning**

In the early 2000s, new forms of technology integration in language teaching emerged, mostly as a reaction to the limitations of traditional methods. This led to the widespread adoption of Computer-Assisted Language Learning (CALL), followed by Mobile-Assisted Language Learning (MALL). No single technological tool is suitable for every learning situation. For different settings, different technologies have to be adopted and integrated appropriately.

Gradually researchers recognized the need to incorporate multimedia, interactive content, and authentic digital resources for achieving communicative competence. Digital dialogues, video conferencing, and online collaboration took the place of isolated grammar exercises. The teacher-centered approach gave way to learner-centered, technology-facilitated environments. Learning was enhanced through interactive whiteboards, language learning apps, online platforms, and virtual reality experiences.

Translation software and applications were integrated thoughtfully, and students could learn at their own pace through adaptive learning technologies. "These principles provided the theoretical foundations for a principled approach to technology-enhanced language teaching, one based on a scientific approach to the study of language learning with digital tools. They reflect the evolution of the discipline of applied linguistics in the digital age—that branch of language study concerned with the integration of technology in second and foreign language teaching and learning" (Richards & Rodgers, 2014, p. 8).

In the 21st century we see an exponential rise in technology integration. The aim is to develop not only communicative competence but also digital literacy. The interactive, technology-mediated approach is recommended by educational boards and universities worldwide. The technology-enhanced approach is based on the idea that learning language successfully comes through having to communicate in authentic, digitally-mediated contexts. When learners are involved in meaningful technology-enhanced communication, their natural strategies for language acquisition will be activated, and this will allow them to learn to use the language effectively.

For example, practising question forms by asking learners to conduct online research about their colleagues' interests and share findings through digital presentations is an example of the technology-enhanced approach, as it involves meaningful communication using digital tools. Classroom activities guided by this approach are characterized by trying to produce meaningful and real communication through technology, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there is extensive use of authentic digital materials.

Levy and Stockwell (2006) investigated the role of teachers in technology-enhanced language teaching. They observed that although the teaching process becomes more interactive and flexible, there are greater demands on teachers to develop technological pedagogical content knowledge. The digital competence of teachers gains importance. Kessler (2018) argues that TELL has been broadly accepted as an appropriate approach to language teaching in the digital age. Language pedagogy has shifted from 'structure' to 'meaning' to 'connectivity'. The writer has presented key characteristics of TELL and explored them from pedagogical and technological perspectives.

The conclusion is a call for a renewed focus on the integration of technology with sound pedagogical principles for language teaching expertise. Liu and colleagues (2015) attempted to implement TELL in various contexts and found that contextual factors significantly impact effectiveness. The cultural context of learning proved to be an important potential constraint. Researchers argue that TELL and traditional learning cultures must be carefully aligned to ensure successful integration, including philosophical assumptions about the nature of teaching and learning, perceptions of the respective roles and responsibilities of teachers and students, learning strategies encouraged, and digital competencies valued.

The sociocultural theory of language learning is highly relevant to technology-enhanced learning. The purpose of using technology in the classroom is to initiate interaction and communication among learners in new and meaningful ways. Hence, this approach is important in this study. It directly influences the sociocultural framework for technology-mediated language learning.

In a recent survey of technology and language teaching, Warschauer and Healey (1998) divided the field into three broad stages: 1) structural CALL (behavioristic drills and practice), 2) communicative CALL (focus on authentic communication), and 3) integrative CALL (multimedia and internet-based learning environments). Today, we are witnessing the emergence of AI-mediated language learning, where artificial intelligence personalizes instruction and provides intelligent feedback.

Language acquisition and use increasingly take place in digital contexts. Hence, language researchers must understand the relationship between technology, language, and learning. In Iraq and many other countries, English is not the native language. Hence, issues of digital access, equity, and cross-cultural communication are bound to arise. From this point of view also, sociocultural theory and technology integration frameworks are highly relevant to this study.

#### **4.2. The Technology-Mediated Acquisition-Learning Hypothesis**

The Technology-Mediated Acquisition-Learning Hypothesis extends Krashen's original framework to digital contexts. It suggests that technology can facilitate both acquisition and learning. Acquisition can occur through exposure to authentic digital content, interaction in online communities, and engagement with multimedia resources that provide comprehensible input. This requires meaningful technology-mediated communication that prioritizes understanding and interaction over accuracy.

On the other hand, learning can be supported through instructional technologies, language learning apps with explicit grammar instruction, and digital tools that provide structured practice. Technology-enhanced learning makes it possible for learners to access input anytime, anywhere, facilitating both acquisition and learning. The Natural Order Hypothesis can be supported through adaptive technologies that present language features according to learners' developmental readiness. Contrary to intuition, the rules which are easier to state and learn are not necessarily the first to acquire, and technology can provide the necessary input at the right time through personalized learning paths.

It is observed that technology can support natural order acquisition by providing rich, comprehensible input that is tailored to learners' current levels. Adaptive learning systems can sequence content according to learners' needs, potentially supporting more efficient acquisition.

#### **4.3. The Digital Monitor Hypothesis**

The Digital Monitor Hypothesis states that technology can serve as a powerful monitor or support system for language production. That is, while acquired competence enables spontaneous communication, technology tools (such as spell-checkers, grammar checkers, online dictionaries, and AI writing assistants) can be used to check and refine language output. This monitoring or checking can occur during or after communication, supporting learners in producing more accurate language. The Digital Monitor Model thus predicts that technology can accelerate language development by providing immediate, non-judgmental feedback and support.

#### **4.4. Input Hypothesis in Digital Contexts**

The Input Hypothesis in digital contexts emphasizes that only understandable input will produce acquisition, and technology can provide abundant comprehensible input through videos, podcasts, digital reading materials, interactive games, and online conversations. It is implied that learners must be exposed to input that is slightly above their current level, and technology can deliver such input through adaptive algorithms and personalized recommendations. In some instances where learners do not have access to quality digital input, the development of the target language may be hindered. The Affective Filter Hypothesis in digital contexts affirms that technology can lower the affective filter by providing safe, private, non-judgmental environments for language practice. It is said that technology-mediated communication can reduce anxiety, especially for shy or hesitant learners, allowing them to practice without fear of embarrassment.

#### **4.5. Technology and Accommodation Theory**

Accommodation theory, when applied to technology-mediated contexts, implies the way learners may adapt their communication in digital multilingual settings. This theory suggests the way learners adjust their interaction when using technology to communicate with people of different cultures and languages. Technology facilitates such accommodation by providing tools for translation, transcription, and cross-cultural communication. It also relates to how learners' social groups identify themselves in digital target language communities. If learners do not feel connected to online communities or do not identify with target language users in digital spaces, there may be consequences for language acquisition. When learning through technology, learners need to feel that they are part of digital learning communities and that they experience a sense of belonging. If these conditions are not met, learners may not have an effective and productive learning acquisition process.

Digital identity is another important sociolinguistic issue that impacts second language competence in technology-mediated contexts. Digital identity is the way learners understand and present themselves in online spaces, and how they navigate their past and future in digital environments. Digital divides and structural inequalities can limit learners' access to technology, exposure to the target language, and opportunities to practice. The input that learners acquire through technology could be received from diverse sources such as educational apps, websites, social media, online courses, digital games, podcasts,

and virtual exchanges. If these resources are not accurate or appropriate, then the input might not be beneficial, and learners' intake will be compromised, potentially resulting in limited language competence.

In conclusion, numerous linguists and educational technologists believe that there is an optimal period for technology-mediated language learning, though it differs from the traditional Critical Period hypothesis. Technology can provide rich input and interactive practice across the lifespan, potentially compensating for some age-related limitations. Although many challenge traditional age-based hypotheses with evidence of successful adult language learning through technology, both nature and nurture continue to interact in complex ways.

Studies have determined that meaningful technology-mediated interaction significantly affects second language acquisition, potentially accelerating the pace of learning. Effective technology integration provides accurate input and increases learners' participation and motivation to produce language. The role of technology has been examined in relation to focus on form, meaningful communication, and learner autonomy.

Many factors such as access, digital literacy, motivation, and context can influence how learners acquire language through technology. Learners with high motivation and positive attitudes toward technology will have lower affective filters, facilitating second language acquisition. There are other variables in technology-mediated language learning. Digital aptitude refers to the ability and capacity a learner has toward technology. It also refers to the attitude the learner possesses toward technology-enhanced learning, how the learner feels about using digital tools, and their posture toward technology-mediated language learning.

Age also influences technology-mediated language learning. Digital natives—learners who have grown up with technology—may adapt more readily to technology-enhanced learning, while digital immigrants may require additional support. However, motivation and appropriate instructional design can overcome many age-related differences. Adult learners often benefit from the flexibility and self-directed nature of technology-mediated learning.

#### **4.6. Multimodal Learning and Multiple Intelligences**

The theory of Multiple Intelligences (MI) proposed by Howard Gardner is highly relevant to technology-enhanced language learning. Technology can address various intelligence types through multimodal content. Linguistic intelligence involves sensitivity to spoken and written language, and technology can enhance this through digital texts, podcasts, and language apps. Learners with strong linguistic intelligence can express themselves effectively through digital media and use technology as a tool for language learning and communication.

Technology also supports other intelligences: logical-mathematical intelligence through language learning games and puzzles; spatial intelligence through interactive visual content and virtual reality; bodily-kinesthetic through gesture-based learning apps and interactive games; musical through songs, rhymes, and music apps; interpersonal through collaborative online projects and social media; intrapersonal through personalized learning paths and reflective digital journals; and naturalistic through nature-related digital content and environmental language projects.

Children who possess various intelligences can be identified while they are engaged with technology. Learners engaged with digital tools will experience special satisfaction and a sense of fulfillment when they are cognitively and linguistically occupied with challenging technology-mediated tasks and activities.

#### **4.7. Classroom Interaction in Technology-Enhanced Environments**

The integration of technology fundamentally transforms classroom interaction patterns. The utterances of teachers and students, as well as digital communication, influence the nature of classroom interaction. For many learners in Iraq and similar contexts, technology provides additional exposure to English beyond the EFL classroom. Hence, technology plays a vital role in extending learning opportunities (Moon, 2000). Several studies have been conducted on technology-mediated interaction in the English classroom and its impact on language learning.

Traditional teacher-dominant classes are being transformed by technology. Students are no longer dependent solely on the teacher as the authority and source of language. They can access authentic materials, connect with native speakers, and learn from diverse digital resources. This shift empowers students and creates more democratic, participatory learning environments.

Nunan (1989) pointed out that questioning is the most common type of discourse through which teachers maintain control over classroom interaction. In technology-enhanced classrooms, questioning patterns evolve. Students can ask questions digitally, participate in online discussions, and engage in peer questioning through collaborative platforms. Both display questions and referential questions can be explored through digital media, online research, and virtual exchanges.

Hence, the concern is to investigate how technology-mediated interactions influence language learning. There are several types of technology-enhanced interactions that initiate verbal responses and constitute classroom interaction. These include synchronous chats, asynchronous discussions, digital polls, interactive quizzes, and multimedia responses.

#### **4.8. Interaction Amongst Pupils in Digital Environments**

Pupil-pupil interaction in technology-enhanced environments takes new forms. Many researchers have studied the various patterns of digital interactions amongst students and the extent to which they affect language learning. A study conducted in primary schools found that "pupils are being called upon to display their knowledge through responding to digital dialogues and collaborative online tasks" (Mroz et al., 2000, p. 385). Researchers have discovered common patterns of learner talk in technology-mediated environments. They found that students often speak more freely and produce longer utterances when using technology, especially in informal digital spaces.

They also found that technology-mediated communication often results in more extended and complex language production compared to traditional classroom talk. The key question is whether such technology-enhanced language use leads to effective language learning. Young learners often initiate more talk in digital environments. Sometimes, they ask questions, seek clarification, or help peers through online platforms. Technology can facilitate peer interaction even when classroom discipline requires quiet, through chat functions and discussion boards (Orafi, 2008). Students may prefer to respond in digital formats, especially if they are shy, and this can support their cognitive as well as linguistic development. Digital responses allow them to interact with language concepts at their own pace (Pontefract & Hardman, 2002).

When learners are confined to traditional respondent roles, they get little scope for producing lengthy language utterances (Tsui, 1995). Technology provides opportunities to maximize and improve the quality of speech and writing among students. When students interact through technology, they understand the syntax of language and are able to enhance their communicative competence (Boyd & Maloof, 2000). Teachers must create technology-mediated interaction opportunities in the classroom.

#### **4.9. Pupil-Teacher Interaction in Digital Contexts**

Pupil-teacher interactions in technology-enhanced environments have both traditional and new patterns. These interactions take place through various channels: face-to-face, through learning management systems, via email, in discussion forums, and through digital feedback tools. The chief purposes include instruction, feedback, evaluation, and guidance. Teachers use technology not only to assess achievement

but also to provide ongoing, formative feedback. Technology allows for more immediate, personalized, and detailed feedback. The success of technology integration reflects both teacher effectiveness and student engagement.

Another type of interaction between teachers and students is digital instruction and guidance. Teachers often provide instructions regarding digital projects or online assignments, and students respond through various digital means. There are increased opportunities for storytelling, digital narratives, and multimedia projects during which students become active creators rather than silent listeners. There is more scope for interaction during technology-enhanced brainstorming sessions, collaborative online projects, and digital group activities. In situations where learners control digital communication—as in online role play, digital storytelling, virtual information gaps, or online interviews and games—a variety of sentence structures and communicative functions are observed. Conversely, when technology is used merely for drill and practice, students may restrict themselves to limited responses.

Praising students or providing encouragement through digital means is another form of communication. Interaction between teachers and students through technology can extend beyond academic matters to include social-emotional support and personalized guidance. The education system in Iraq and many countries increasingly recognizes the potential of technology to facilitate more meaningful teacher-student interaction.

However, when technology is integrated effectively, activities need not be limited to the syllabus. Teachers can use digital tools to explore topics beyond the curriculum, explain concepts through multimedia, facilitate discussions, and create opportunities for cheering, congratulating, and appreciating student work—activities that are closer to real-life interaction.

Many studies have reported that technology-enhanced classroom interaction can have positive effects on language learning. Active participation in technology-mediated interaction is associated with improved learning outcomes (Ellis, 1990; Chapelle, 2003).

#### **4.10. Technology in Education**

Technology pervades the lives of children and adults in the 21st century. The fact that learners engage with technology daily means it can be utilized for educational purposes—a concept that has gained widespread acceptance. Providing education through technology is similar to the concept of digital learning that is increasingly practised at all educational levels. Technology-mediated learning can be described as educational activity that leverages digital tools and resources to achieve learning objectives.

As far as learners are concerned, technology is engaging and motivating. Besides providing enjoyment and interest, technology offers numerous educational advantages. When learners engage with technology, significant cognitive, linguistic, and social development occurs, often without explicit awareness. Technology-mediated learning supports cognitive and linguistic development; it fosters creativity and critical thinking; and it provides ample opportunities to interact with authentic content and global communities. Well-designed technology integration places appropriate challenges on students while supporting their learning.

As learners progress, they can engage with increasingly sophisticated digital tools and resources. Since technology-based activities have learning objectives and outcomes, students find them meaningful. In technology-enhanced learning, students' thoughts and actions are focused toward achieving communicative and linguistic goals through engaging digital experiences.

Learners can be kept active in the classroom in many ways. Special technology-mediated activities are designed to keep students involved in interesting and meaningful ways. However, technology integration offers unique advantages for several reasons.

- **Technology is engaging.** Learners enjoy using digital tools and find them motivating.

- **Technology promotes active learning.** It keeps students actively involved in the learning process.
- **Technology facilitates self-directed learning.** Students can learn at their own pace and according to their own needs.
- **Technology helps build learning communities.** It connects learners with peers and experts globally.
- **Technology provides scope for authentic communication.** Students can interact with native speakers and access authentic materials.
- **Technology supports multiple cognitive processes.** Beyond language learning, it develops problem-solving, critical thinking, creativity, and digital literacy.
- **Technology promotes social development.** It enables collaboration, teamwork, and cross-cultural communication.
- **Technology can support character development.** Digital citizenship, ethical online behavior, and responsibility can be fostered through technology-mediated activities.
- **Many technology activities involve multimodal engagement.** This supports various learning styles and preferences.
- **Technology helps prepare students for the digital age.** It develops skills essential for academic and professional success.
- **Technology provides access to diverse perspectives.** Students are exposed to global viewpoints and authentic language use.
- **Technology can be combined with other teaching methods effectively.**
- **Technology expands learning beyond classroom boundaries.** Students can learn anytime, anywhere, with appropriate access.
- **Technology offers personalized learning pathways.** Adaptive systems can tailor instruction to individual needs.
- **Technology provides immediate feedback.** Students can receive instant correction and guidance.

According to contemporary educational theorists, technology-mediated learning reflects and prepares students for the digital society. Students learn the norms, practices, and skills of digital citizenship through technology-enhanced learning.

Thus, technology has numerous benefits beyond being an engaging and effective language learning medium.

Just as technology has many advantages, it can also present challenges in some situations. Technology integration requires adequate infrastructure, equipment, and technical support. Not all learners may have equal access to technology outside the classroom, creating digital divides. Some teachers may lack confidence or competence in using technology effectively. Technology can sometimes distract from learning objectives if not used purposefully. Technical issues can disrupt lessons and frustrate learners and teachers. Online safety and privacy concerns must be addressed. Excessive screen time may have negative health effects. If technology integration is not monitored and guided by sound pedagogical principles, such challenges may arise.

## 5. DISCUSSION

To discuss the research problem, I state that reviewing previous studies constitutes an important step in any research initially. I conducted a review by referring to books, journals, digital libraries, and educational websites to understand the research conducted to date on technology integration in language teaching. The research problem enabled me to understand the precise position on the path of technology-enhanced EFL teaching and learning. It also helped me to select appropriate frameworks and perspectives for the study. Different researchers have different points of view.

They are helpful to understand where I can position my study in the domain. It is necessary to understand the different perspectives on technology integration in various educational contexts. It provides insight into the methods used for technology-enhanced EFL teaching and learning in different parts of the world. It increases the confidence of a researcher that their assumptions are valid and they may proceed with the study.

The research of small and large studies introduces a researcher to different technological tools and pedagogical approaches that will prove useful for this study. It also enables a researcher to identify gaps in knowledge that need to be addressed. The suggestions and recommendations made by other researchers lead me to ideas that need to be examined in the domain of technology-enhanced EFL learning in non-native English-speaking nations.

## 6. CONCLUSIONS

A review of literature related to this study has enabled me to understand the position of this research clearly. The review has helped to establish the theoretical background for this study. Most researchers have noted the trends in pedagogical practices for integrating technology in teaching English as a second or foreign language. The transformed role of the teacher, from instructor to facilitator and technology integrator, has led to more engaging and effective learning experiences.

The paper reviews some theories of language learning and technology integration before examining specific digital tools. Studies related to trends in teaching English as a foreign language through technology form the basis of this study. They are examined in detail. A substantial body of research about the use of technology for ESL and EFL forms the core part of this paper.

Learning a second or foreign language can be challenging and sometimes stressful for young learners. Technology can reduce this stress by providing engaging, interactive, and supportive learning environments. There may be less fear of using the new language when practice occurs in safe, private digital spaces. It is necessary to make EFL learning engaging, relevant, and enjoyable, as I have stated. The best way to achieve this in the 21st century is to integrate technology meaningfully into language instruction.

When technology is used for educational purposes in a classroom setting and is accepted as valuable and effective, teachers can implement various digital tools strategically. The paper concludes that researchers worldwide have experimented with technology-enhanced language learning and implemented it successfully in diverse contexts.

It has been found that technology can be used for teaching all aspects of language and language skills. It is necessary to select technological tools for classes wisely and implement them systematically according to sound pedagogical principles. I underline that teachers have expressed that technology brings enthusiasm to EFL learning and makes learning active, participatory, and relevant to students' lives. There are various types of technological tools and resources available. Technology for teaching EFL has numerous advantages in addition to facilitating language skill development, including fostering digital literacy, critical thinking, creativity, and global awareness.

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