A DEVELOPMENTAL PERSPECTIVE ON TECHNOLOGY IN ENGLISH LANGUAGE LEARNING: A LITERATURE REVIEW

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ABSTRACT
With the growing influence of technology in education, new methods of teaching English are emerging. Technological advances have put educators and students in a difficult position. Teachers and students alike can benefit from cutting-edge teaching and learning opportunities provided by cutting-edge technology in this article. Technology is now almost universally used in language classes. Technology has had a positive impact on language learning without a doubt and has improved the quality of instruction. Teachers can easily incorporate technology into their lesson plans, making it easier for students to learn new languages. The use of technology in ESL instruction is becoming increasingly common. This study is primarily concerned with teaching English as a second or foreign language using cutting-edge technology. To aid English language learners in becoming more technologically literate, the following suggestions are included in this article.

Keywords: Computer-Assisted Learning, Flipped Classroom,Professional Development, Curriculum Design, Technology, Language Learning, Use.

INTRODUCTION
Major changes in the field of language instruction have occurred in recent years. Before a few years, the classroom and textbooks were the primary settings and materials used in language education. However, today's language learners live in a completely different environment than those of the last few decades. This means that teachers must think creatively about how they incorporate technology into their courses, as technology is seen as an essential part of the teaching and learning process. Therefore, the classroom may only make up a small portion of the overall learning environment for the students. Many students spend the majority of their study time outside of school in their homes, media labs, or even on the train or in a public bus. Instead of being seen as the only place where students learn, the classroom can now be seen as a place where they can practice and review what they've learned elsewhere. The use of technological tools in education has been a constant. Since it's an essential part of their job, educators can put it to good use in helping their students learn. Technology integration is a term that is frequently thrown around when discussing the subject. As a teacher, it's time to stop thinking about integrating technology into the curriculum and start thinking about integrating technology into teaching. From the planning of lessons to the monitoring of student progress, technology becomes an important consideration for educators (Eady& Lockyer, 2013).

TECHNOLOGY DISTRACTIONS
Student creativity and language skills can be improved by using technology, but short and frequent communication via restricted tweets and posts on the Internet is not one of these benefits (Ahmadi, 2018). The constant flow of digital information available to Internet users may result in a lack of attention (referred to hereafter as "users"). People's short attention spans on the Internet are exploited by social media platforms that encourage technology dependence. "Net generation" people are adept at quickly exchanging messages via social media in order to foster a sense of community and alleviate social anxiety, as a result of growing up in the digital age. This generation is adept at multitasking when it comes to digital activities like checking social media and browsing the web, reading emails or sending instant messages and listening to music and viewing advertisements. When you're constantly being exposed to new information, it's impossible to concentrate on your studies or learn anything. Many

students have admitted in a study that they have attempted to balance schoolwork and other online pursuits, and that this has resulted in incomplete assignments (Adams, 2007). As a result, students find it difficult to concentrate on their studies due to the allure of online distractions. The students' lack of enthusiasm for Standard English (Strain-Moritz, 2016) may also explain their lack of interest in perfect grammar.

TECHNOLOGY IN ENGLISH LANGUAGE CLASS

Students can benefit from the use of technology. Students' use of technology should be a major component of their education. Technology-savvy teachers are more likely to see their students use it effectively in class (Costly, 2014; Murphy, DePasquale, & McNamara, 2003). The use of technology improves the ability of students to work together more effectively. It's a great way to learn by collaborating with others. ' Tasks that students can learn from by looking at the work of others who have already completed them are created by students working together (Keser, Huseyin, & Ozdamli, 2011).

According to Susikaran (2013), the chalk-and-talk method of teaching English is insufficient for students to learn effectively. According to Raihan and Lock (2012), well-structured classrooms help students learn more effectively. A technology-enhanced classroom outperforms a lecture-based one. It's possible for teachers to benefit from technology, even if they don't know how to use it or if they aren't computer experts themselves..

Using technology to teach English has had a significant impact. More and better ways to learn and do research are available thanks to it (Patel, 2013). A blackboard or whiteboard has traditionally been used by teachers to deliver lectures, explanations, and instructions in front of students. These procedures will need to be updated as technology progresses. When it comes to teaching students new vocabulary and grammatical structures, texts in a variety of media are an excellent resource. Students can learn a new language with the help of print texts, films, and the internet. A wide range of resources can be accessed by students through print, film, and the internet, which can be used to gather information (Arifah, 2014).

LITERATURE REVIEW

Unlike CALL, the computer is both less visible and more ubiquitous at the same time. More and more people are focusing their attention on how computers can help them communicate with one another rather than the computers themselves. While computers are used to aid learning in CALL, they are also utilized in TELLS. In this third era of technology-enhanced second- and foreign-language instruction, multimedia and the Internet predominate. To help students learn the target language accurately and rewardingly, multimedia computers can be used. CALL's traditional focus on the production of sentences is shifting to an emphasis on "input and intake," a methodological and theoretical advance. Through computer-mediated communication (CMC), which makes use of the Internet, students are able to work together and share their experiences and knowledge. Internet information exchange is possible because the World Wide Web is so fast. Students must engage in authentic language encounters on a level that is impossible to achieve in person when using the Internet.

TECHNOLOGY IN IMPROVING LANGUAGE SKILLS

When it comes to teaching English, the benefits of incorporating technology have been extensively researched Using ICT as a catalyst for teachers and students to try new approaches to their work, according to Hennessy (2005). Teachers believe that as students gain more control over their own education, they should be supported and encouraged to do so. The use of Computer Assisted Language Learning (CALL) can alter students' attitudes and confidence in their language abilities (Lee, 2001). There are numerous advantages for both students and teachers when ICTs are used in the classroom. It's easier for students to retain information if they are involved in the process of learning. In the next step, students receive additional information to help them become more independent. Students, after all, can improve their language learning abilities by consuming new educational materials tailored to their needs (Costley, 2014; Tutkun, 2011).

The shift from teacher-centered to learner-centered approaches has been facilitated by the widespread adoption of cutting-edge technological tools. Students will benefit greatly from teachers becoming facilitators and guides in their own education (Riasati, Allahyar, & Tan, 2012). Gillespie (2006) stated that the use of technology encourages students to work together on learning tasks. They can use it to find out more and interact with various resources, like videos. There are two ways to incorporate technology into the classroom, according to Warschauer (2000a). As a first step, students using a cognitive approach get the chance to gain more meaningful exposure to language and create their own knowledge. Authentic social interactions are an important part of the social approach because they allow students to practise skills they will use in the real world. This goal can be achieved by having students work together on real-world projects.

Peregoy and Boyle looked into how technology can help students improve their reading and writing skills. They found that: 1. (2012). There is a strong correlation between the use of technology tools to improve students' reading and writing abilities and their ability of learning at a faster and more efficient rate. Traditional teaching methods, on the other hand, were found to be ineffective because the Internet provided a new platform from which

students could easily access educational materials. According to Al-Saleem (2014), a study was conducted on the use of WhatsApp applications to improve the writing and speaking abilities of English learners in terms of vocabulary and word choice. According to the findings of this study, WhatsApp helped students improve their writing, speaking, vocabulary, and word selection. Godzicki, Godzicki, Krofel, and Michaels conducted a study to determine what motivates and engages students in the classroom (2013). When technology was used as an educational tool in the classroom, students were found to be more engaged. Technological tools have come a long way in terms of user friendliness and intrinsic motivation.

TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL)

Affective Issues

Students who use technology in their foreign language classes report positive emotional effects as well. It was found by Sanaoui and Lapkin (1992), who studied high school French students, that technology promoted the development of independent learning characteristics. Students took on more responsibility for their education and gained a broader understanding of French culture through an email exchange project with native French speakers. Students who participated in a Local Area Network (LAN) writing project showed positive attitudes toward learning in that environment, according to Beauvois (1998). (1998). When students were in a low-anxiety setting with more control than in a traditional classroom, they reported feeling better.

According to a previous study (Beauvois, 1994), the LAN serves as a motivating factor for students. This finding is corroborated by the data. Warschauer (1996) identified communication, empowerment, and learning as three common motivators for students in a technology-enhanced setting. An important finding of this study was that students valued authentic communication over simulated communication. "Empowerment" refers to how students felt more in control of their lives as a result of the technology they were exposed to. There was evidence that students felt that computers allowed them to learn more quickly and independently, as well as to express their thoughts more creatively in writing through the use of computers. The students in this study reported positive attitudes that could be attributed to the factors mentioned in this project.

Teachers and students' attention is redistributed in a way that allows less able students to participate more actively in the classroom when computer-mediated instruction is used, according to Hartman, Neuwirth, Kiesler, Sproull, Cochran, Palmquist, and Zabrow (1995). Research shows that students and teachers communicate better in networked sections than in traditional classes. According to Beauvois, students in connected classes are more likely to interact with one another (1998).

Language Skills

The development of linguistic abilities appears to be affected by the use of technology in foreign language learning. In a number of studies, students' writing skills are improved when they use networked computers (Beauvois, 1998; Cononelos& Oliva, 1993; Warschauer, 1996). More complex sentences and more self-disclosure were observed among participants in a networked writing project according to Beauvais. According to her, students were able to express themselves more freely as a result of the increased communication. Reading comprehension has reportedly improved as well, according to some reports. In a study conducted by Beauvois in 1994, 43% of students said they had seen an improvement in their reading abilities. Students of Japanese who used computer-mediated communication also improved their reading comprehension, according to Lunde (1990). The Beauvois study (1994) found that many students felt more at ease speaking in front of a group when they were given the task of doing so. The researcher hypothesises that this rise in self-assurance may be attributable to the prevalence of language use on local area networks (LANs). As a result of their frequent use of specific words and phrases on the internet, students' ability to communicate more effectively has improved. LAN writing has a positive impact on the development of oral language, according to her findings in a follow-up study (1998). Research shows that students' "listening and aural comprehension" of French improved significantly as a result of the study, which suggests that putting more of an emphasis on the language itself can benefit other abilities as well. Please click here for more information (Sanaoui&Lapkin 1992).

Videoconferencing and Language Learning

`According to a study by Coverdale-Jones (2000), students saw two advantages to using videoconferencing to connect with native German speakers. In addition to the immediacy of chatting with someone their own age, students were enthralled by videoconferencing's ability to be interactive. Videoconferencing served as a condensed version of face-to-face communication for these students. "We can't simply transfer typical classroom activities" into videoconferences, says Coverdale-Jones, "where tutors can intervene and direct the flow of the interaction themselves," because of the influence of technology/medium on communication factors. In the study of Spanish listening comprehension, Glisan, Dudt, and Howe (1998) used videoconferencing, and the variable time on task remained the most important factor. Researchers believe that the facilitatory role of the teacher is crucial to the

success of technology-mediated instruction. Author claims that a constructivist learning environment may be ideal for enhancing student motivation and attitude.

Changing Roles in Technology-Enhanced Classrooms

Because of the move away from drills and tutorial use of computers toward one that allows teachers to expand their instruction in new ways, Kern believes the roles of educators have shifted as well as the roles of students (1996). Students no longer look to computers as authoritative sources of information, but rather as a medium through which they can interact, interpret, and collaborate in order to negotiate meaning they themselves can understand and negotiate.. "When teachers are not directly involved in a communicative exchange, they are still capable of "providing a scaffold for the learning of their students" with their own knowledge and experience" (Kern, 1996).

TECHNOLOGY AND LITERATURE

Technology and literature are advancing at the same rapid rate. It appears that instantaneous digital interactions will be the future of social interaction through the use of social media. It's becoming more common for literary communication to be briefer and more frequent as readers' emotional, chronological, and physical ties to books shift rapidly (Sesek and Pusnik, 2014). For more information, see the Strain-Moritz (2016). A new genre of literature, flash fiction, mini-stories, minute tales, sudden tales, hints, and twitter tales are all terms used to describe short digital stories (Barnard, 2016). Due to character or word limits, these stories are, as their titles imply, extremely brief pieces of fiction. Each tweet now has a maximum of 280 characters, up from the previous 140-character limit on Twitter (For a review see Al Sharqi& Abbasi, 2015, 2016). Digital short stories lack traditional story elements such as a setting and characters, as well as the plot and conflict along with the conclusion. This is not a surprise. Through their own or other people's experiences, readers are able to identify with characters in short-short digital stories because of the lack of vivid description and articulate character expressions (Sethi, 2017). To make up for a lack of specificity, authors often use abbreviations such as acronyms, contractions, puns, alliteration, rhythm, and even typography to disguise the lack of detail. Some people believe that short stories, an advanced form of literary performance art, can be performed on social media (Franklin, 2014).

Because readers have shorter attention spans, there has been a rise in the popularity of sharing thoughts in miniature form. With such a short attention span, it is difficult for writers to capture the interest of readers (Rudin, 2011). They're called "anti-stories" by those opposed to them because they don't have a plot (Patea, 2012) and are compared to frivolous accessories for frivolous thinkers (Patea, 2012). (Penny, 2014). Literary purists believe that short stories compromise quality in favour of length. It's not just a lack of fluency they're concerned about. "generational linguistic ruin" has been attributed to the proliferation of social media (Axtman 2002). It's important to remember that the tradition of penning short stories has a long history. Some of the world's most renowned authors have previously written in the shortest possible form both prose and poetry. The six-word story "For Sale: Baby Shoes, Never Worn" by Ernest Hemingway, for instance. Despite this, digital storytelling has seen a rise in the popularity of short stories. The way we speak and write has been profoundly altered by technological advancements. New dialects and literary genres will emerge indefinitely as a result of technological advancements. It is our duty to ensure that Standard English does not become tainted or forgotten by the changing trends.

CONCLUSIONS

It can be difficult to keep up with the pace of technological change, which means that today's breakthroughs may become obsolete in the future. On the other hand, technology has been around for a long time, and schools and teachers alike are becoming more adept at incorporating it into language teaching. As a result, educators are constantly looking for new and creative ways to incorporate technology into the classroom. As opposed to simply using technology for its own sake, they're discovering new ways to apply it to improve language instruction across all domains, including assessment and evaluation. There is a learning curve for teachers when a new technology is being introduced into the classroom for the first time. However, as teachers gain proficiency with the new technology, their jobs become easier. For one year following the conclusion of this year's study, researchers are compiling information on how students' perceptions were affected by the findings. Even though the students' feedback indicates some changes, the TELL classes described in this article are still taught today.

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