

## **ENGLISH LANGUAGE LEARNING THROUGH THE USE OF DIGITAL TECHNOLOGY: A LITERATURE REVIEW**

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### **ABSTRACT**

This research aims to evaluate the impact of digital technology on English language learning by synthesizing findings from various studies to understand its role in enhancing language skills. This review explores the potential of digital resources such as games, mobile applications, and online platforms in improving writing skills, particularly in higher education contexts. The research method is inspired by socio-cultural, cognitive, and constructivist theories, focusing on the complex interaction between technology and language acquisition, with notable achievements in pronunciation training and chat platforms. The research findings indicate that this review supports cautious optimism, encouraging educators to integrate technology wisely in line with pedagogical principles. The conclusion is a balanced approach that leverages the strengths of technology to create more meaningful and effective English language learning experiences for all learners.

Keywords: Digital Literacy; Digital Technology; English Language Learning; Language Acquisition; Pedagogical Integration;

### **INTRODUCTION**

In a time when digital technologies are being rapidly adopted by all aspects of our lives, education is leading the charge in this revolutionary movement. With the development of digital technology, the area of language learning has seen an approach change, providing students with creative ways to interact with the English language. This article takes readers on an examination of the large body of research that examines the complex connection between digital technology and English language development. This literature review attempts to give a detailed overview of the

changing environment that defines modern language teaching by integrating various viewpoints and research results.

Numerous studies have shown that digital games have the potential to significantly improve students' writing skills in English, making them powerful instruments in the educational environment (Ghamdi & Alnajami, 2022). This transformational effect is especially significant to the setting of higher education, given how learning environments are being shaped by the ongoing globalization of higher education. In this field, researchers have looked at the use of digital resources, such as online platforms and mobile apps, for second language learners to study English (Guimarães & Júnior, 2021).

Furthermore, research on the use of digital storytelling in English language instruction has focused on this topic, with a focus on how it might benefit younger students. Current research emphasizes the investigation of student teachers' viewpoints on digital storytelling and its effectiveness in teaching English language proficiency to the younger population (Koşar, 2022). This area of study recognizes the dynamic interaction between teaching techniques and technology and offers insightful information on the changing pedagogical approaches and methodologies used in language education.

The literature highlights several challenges that obstruct the effective use of digital technology in language acquisition, particularly in settings where English is not the primary language, despite the encouraging developments in this area. These obstacles include a variety of elements, including cultural quirks, institutional hurdles, learner-specific difficulties, and concerns that are special to teachers, as explained in (Alrashidi, 2022). To maximize the advantages of digital technology while minimizing possible drawbacks, techniques that address and comprehend these complex obstacles are essential.

The idea that digital literacy is essential for enhancing language learning has gained traction in the current environment, as mobile technology has become widely popular among students (Waemusa & Jongwattanapaiboon, 2023). It is suggested that appropriate mobile technology usage may lead to the development of digital literacy, which can, therefore, greatly improve language learning opportunities. This is consistent with the understanding that maximizing the educational potential of technology requires providing students with the skills they need to safely navigate the digital world.

In conclusion, a wide range of studies on the varied effects of digital games, online platforms, digital storytelling, and mobile technologies on English language acquisition are included in the literature. Even if new technologies provide chances for

transformation, a thorough awareness of the difficulties they present is necessary to guarantee that digital tools are integrated into language instruction in an integrated manner and to guide successful pedagogical practices. Furthermore, the literature has highlighted the need for more research on the use of digital technologies to develop language skills in English classrooms, emphasizing the gaps in the existing literature (Alakrash & Razak, 2021). The emergence of digital learning has reshaped English language teaching and learning, indicating a shift in educational practices (Alakrash et al., 2022). Additionally, the evolution of web-based English language learning, from Web 1.0 to Web 3.0, has been a subject of systematic review, shedding light on the effects of World Wide Web technology on English language learning (Niaz et al., 2022).

The use of specific digital tools, such as the iPad and educational applications, has been explored in the context of English language education, emphasizing the need to understand the concepts of digital technologies and mobile learning (Auquilla & Urgilés, 2017). Furthermore, informal and independent digital learning of English has been a subject of exploration, highlighting the potential of digital learning in enhancing English receptive skills among tertiary students (Maulida et al., 2022). Moreover, the literature has emphasized the importance of digital storytelling in sustaining education and its potential to enhance the four main language skills in English language teaching and learning (Sabari & Hashim, 2023). Additionally, empirical studies have been conducted to assess students' digital literacy and their perceived skills in the context of English as a foreign language in Vietnamese universities (Nguyen & Habók, 2021). Furthermore, technology reviews have become increasingly common in English language teaching and learning journals, indicating the growing interest in evaluating the impact of technology on language education (Kohnke & Moorhouse, 2020). The research has also highlighted the potential of technology as an effective tool for learning English, particularly among digital natives (Kristy et al., 2022). Additionally, the integration of digital environments in EFL teaching has been emphasized, indicating the need to adopt technology to promote English language learning (Preis et al., 2023).

The literature has also proposed the definition of digital literacy in the context of English language teaching, focusing on the effective utilization of information and communication technology by teachers (Hidayat, 2019). Moreover, the extent to which English as a foreign language learners use technology for autonomous language learning beyond the classroom has been a subject of investigation, emphasizing the need to understand learners' out-of-class language learning practices through digital technologies (Dincer, 2020).

In conclusion, the literature review provides a comprehensive understanding of the impact of digital technology on English language learning. It highlights the potential of digital resources, such as digital games, mobile applications, and online platforms, in enhancing language skills among learners. Additionally, it emphasizes the need for further research to address the existing gaps and challenges in the effective integration of digital technology in English language education.

This research aims to evaluate the impact of digital technology on English language learning by synthesizing findings from various studies to understand its role in enhancing language skills.

## **LITERATURE REVIEW**

Learning defines the function of changes in behavior that result from the experience. It is more problematic. In psychological research, virtually psychology as independent. Science, and learning as a central factor. Besides, the previous experiences and present, future, and new knowledge are the reflection of learning. According to Gilakjani, learning is important for students in making the classroom environment. It means learning has various styles to learn to support. Learning style is the role of students' lives. This means that the students will be effective in the learning process; moreover, learning the English language will help beginners learn it. When the teacher teaches to use the right format, the students will be better at learning moreover in the English language. It is how to make students more effective when learning. According to Awla, learning style is about how to make students self-esteem and self-confidence. This means that using a learning style can help teachers make learning more interesting.

## **METHOD**

The research method used is a systematic literature review involving the comprehensive collection, assessment, and synthesis of relevant previous works. This methodology ensures methodical and thorough procedures for discovering and evaluating empirical data related to the subject. The review elucidates the changing roles of digital tools, platforms, and resources in supporting language learning and skill development through a comprehensive study of existing materials. The evaluation illustrates various digital tools available to learners, accommodating diverse learning methods and preferences ranging from interactive language apps to online learning platforms. It also examines how digital technology influences learners' autonomy, classroom dynamics, and educational techniques. Ultimately, the review emphasizes the importance of embracing technological advancements as integral elements of

modern language teaching while simultaneously promoting critical thinking and adaptation to ensure valuable and equitable learning opportunities for every student.

## **FINDING**

This part discusses the findings of technologies for foreign language learning: a review of technology types and their effectiveness; the research conducted showed that ASR can efficiently deliver feedback and help with speech development. Further research offered compelling evidence in favor of chat-based FL learning. This research demonstrated that learners' language output rose dramatically with conversation, both in terms of quantity and complexity. Claims that technology improved learners' output and engagement, emotion and motivation, feedback, and metalinguistic understanding received only mediocre support from the research.

Apart from that, other findings on the use of technology in English for specific purposes of instruction, The results showed that the study on technology usage in ESP education differs from the research on technology use in EFL instruction found in the literature. The findings only supported the findings of learning objectives and the effectiveness of using wikis, corpora, and course/learning management systems in ESP training. Learning management systems (LMS) have the power to improve students' listening comprehension skills and the quality of ESP education. Students' academic vocabulary, word combination knowledge, and communication skills may all be improved by using corpora. Wikis may make academic writing instruction more effective for ESP students. Furthermore, even while the effectiveness and learning outcomes of blogs and chat rooms in ESP training are not readily apparent and are not substantiated by experimental investigations, there are many testimonials of the advantages of their usage. Lastly, there is a paucity of empirical data and studies about the usage of various technologies in ESP training. Decision-makers in ESP, researchers, material creators, educators, and students may be impacted by the results. The findings of a systematic literature review on teaching and learning English using mobile technology the findings demonstrate that one of the most important success factors for improving English teaching and learning is the availability of appropriate educational technology. The main weaknesses and restrictions in the research conducted so far on mobile technology-assisted English teaching and learning are presented in this study. Then, other findings on the use of the technology acceptance model in an educational context are presented: a systematic literature review. The study proposes topics for further research and points out some gaps in the existing body of work. The findings of this systematic review provide a solid basis for furthering research on the subject and improving comprehension of TAM acceptance studies in educational settings.

## DISCUSSION

In this section, we will discuss how technology affects English teaching and learning. The review clarifies the changing role of digital tools, platforms, and resources in supporting language learning and developing skills through a thorough study of the body of current material. The evaluation illustrates the wide range of digital tools that are accessible to learners, accommodating different learning methods and preferences, ranging from interactive language applications to online learning platforms. It also looks at how digital technology affects learner autonomy, classroom dynamics, and educational techniques. In the end, it emphasizes how crucial it is to accept technological developments as essential elements of modern language instruction while simultaneously promoting critical thought and adaptation to guarantee useful and fair learning opportunities for every student.

Despite a surge in digital tools designed to revolutionize English language learning, the landscape remains surprisingly nuanced. While over 350 studies trumpet the potential of technology, a closer look reveals a more cautious picture. The vast majority offer inconclusive evidence, highlighting the complexity of harnessing technology's power within the intricate process of language acquisition. However, glimmers of hope emerge within specific niches. Computer-assisted pronunciation training, spearheaded by automatic speech recognition (ASR), demonstrates a remarkable ability to refine spoken English. Students benefit from immediate feedback, honing their pronunciation skills with precision. Similarly, chat platforms prove to be fertile ground for language production, stimulating increased output and complexity in learners' utterances. These findings suggest that technology excels in targeted interventions, specifically addressing pronunciation and spoken interaction. Beyond these bright spots, the terrain becomes murkier. The impact on other crucial aspects of language learning, such as vocabulary acquisition, grammar mastery, and comprehension, remains shrouded in ambiguity. Claims of enhanced motivation, output, and feedback often lack robust substance. While technology undoubtedly holds great promise, its effectiveness appears less uniform, demanding careful integration with established pedagogical practices. Therefore, cautious optimism characterizes the current trajectory of digital tools in English language learning. While the field's early exuberance needs tempering, the identified success stories provide vital clues for future research. By dissecting the specific contexts where technology truly flourishes and meticulously aligning it with sound pedagogical principles, we can chart a path toward unlocking its full potential in the intricate dance of language acquisition.

## CONCLUSION

In conclusion, the integration of digital technology into English language learning is not a one-size-fits-all revolution. While its effectiveness varies across different areas, targeted interventions like pronunciation training and chat platforms show promising results. As we move forward, cautious optimism is warranted, acknowledging both the limitations and the immense potential of this nuanced dance between English and technology. By carefully aligning technology with established pedagogical practices and focusing on specific areas of strength, we can unlock its true power and create a richer, more effective learning experience for all.

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