International Journal of Language and Literary Studies
Volume 5, Issue 2, 2023
Homepage : http://ijlls.org/index.php/ijlls

Educational and Instructional Technology in EFL/ESL Classrooms: A Literature Review

Salim Al-Maashani
English Language Center, University of Technology and Applied Sciences, Salalah, Sultanate of Oman
s.maashani@sct.edu.om
Badri Abdulhakim Mudhsh
English Language Center, University of Technology and Applied Sciences, Salalah, Sultanate of Oman
badri.a@sct.edu.om/badrimudhsh@gmail.com

DOI: https://doi.org/10.36892/ijlls.v5i2.1347

APA Citation: Al-Maashani, S. ., & Mudhsh, B. A. . (2023). Educational and Instructional Technology in EFL/ESL Classrooms: A Literature Review . *International Journal of Language and Literary Studies*, *5*(2), 292–304. https://doi.org/10.36892/ijlls.v5i2.1347

Received:
25/05/2023

Accepted:
20/06/2023

Keywords:
classrooms, education, EFL, ESL, instruction, language skills, technology.

Abstract
Technology in education has a significant impact on how new and creative types of assistance are offered to instructors, students, and the learning process as a whole. This review paper presents a literature review on educational and instructional technology in EFL/ESL classrooms. Utilizing the qualitative method, which relies solely on the collection of materials and findings from previous studies, such as books, papers, and articles, was employed. In addition, this review paper seeks to make the perspectives of earlier academics more visible and distinct. The study sheds light on whether technology enhances and influences the vocabulary, grammar, speaking, and reading skills of students. Based on the existing literature, technology in education is promising and a vital tool, especially in language learning. The findings have shown that there is a strong positive correlation between technology and language learning. Also, technology is the best helper, facilitator, and motivational factor in the classroom environment. Teachers are encouraged to use technology in teaching language skills, especially CALL, and wait to see positive results from their students. Finally, it is also advised that teachers educate themselves to become proficient in using different technology tools with their students. Ultimately, doing so, will lead them to enjoy teaching challenging subjects to their students using technology.

1. INTRODUCTION

The emergence of technology in modern education began roughly within the last thirty years. Technology fascinates educators and teachers with its modernity every day. We see the widespread use of technological tools that have evolved to serve many different purposes in

multiple education sectors. According to Dahlstrom et al., (2012), "We live in an era in which technological innovation is so prolific that it is nearly impossible to keep up with all of the options students and faculty have as technology consumers" (p. 34). The omnipresence of technology is seen particularly in the fields of science, social studies, education, communication, and agriculture. In the present day, education has undergone many changes compared to the past decades.

Until the appearance of computers, people used typewriters to type letters and messages. With the advent of the personal computer, however, the evolution has continued with laptops, iPods, and smartphones. In addition, technology has recently become an important tool in education. A vast number of schools and universities have incorporated technology into the curriculum, and students seem to embrace these new changes because the technology supports their learning. According to Camarena and Facer (2009), "Technology is reshaping teaching and learning by supporting, expanding, and enhancing course content, learning activities, and teacher-student interactions" (p. 77). The incorporation of technology has resulted in numerous benefits. First, it improves student performance. Second, technology can assist lower-achieving learners by reinforcing their lower-level learning skills, such as grammar. Third, students with learning disabilities can be reached through technology. According to Zorigianand and Job (2015), "For children with physical disabilities, technology can give them access to learning opportunities previously closed to them" (p. 54).

This review paper attempts to review the literature on educational and instructional technology in EFL/ESL classrooms. The qualitative method was utilized, which is particularly reliant on the collection of materials and findings from previous studies such as books, papers, and articles. In addition, this review paper aims to make prior academics' viewpoints more visible and distinguishable. The researchers focus specifically on the way that technology assists English language learning in English as a Foreign Language (EFL) and English as a Second Language (ESL). Therefore, the researchers collected and investigated several case studies that have been conducted concerning the use of technology as an integrating tool for both EFL and ESL. This review paper analyzes the role of these studies and discusses their important outcomes. Finally, the study sheds light on whether technology improves and shapes students' language skills in the areas of vocabulary, grammar, speaking, and reading.

Definition of terms

Educational Technology

Educational technology is the systematic and organized application of modern technology to enhance the nature of education (effectiveness, excellence, authenticity, etc.). It is a methodical approach to conceptualizing the implementation and evaluation of the educational process, i.e. learning and teaching, and it facilitates the implementation of contemporary educational teaching techniques. It comprises instructional materials, methods, and the organization of work and relationships, i.e. the conduct of all educational process participants. In the twenty-first century, educational technology has emerged as a top priority. Defining educational technology is important; according to Roblyer and Doering (2010), "Educational technology is a combination of the processes and tools involved in addressing educational needs and problems, with an emphasis on applying the most current tools: computers and other electronic devices" (p. 8).

Instructional Technology

The technology used in classrooms is "called instructional technology and is a component of educational technology specially designed to deal with teaching and learning purposes" (Roblyer & Doering, 2010, p. 8). The conceptual benefits of using instructional technology in classrooms involve identifying students' learning obstacles and trying to solve them through the incorporation of technology. As such, "Instructional Design tries to teach how to plan, develop, evaluate, and manage the instructional process effectively to ensure improved performance by learners (Wayne State University, 2005)".

Instructional Technology in Arabic-speaking Schools

The implementation of instructional technology in Arab schools is new. According to Al-Abed (1986), "In the past two decades, the Arab world has witnessed unprecedented progress in almost all areas of life" (p. 350), and one of these changes involves technology in education. Many Arab-speaking countries have not yet adapted to or embraced educational technology in their school systems. Al-Abed (1986) stated, "Studies that have been conducted concerning educational technology in the Arab countries paint a generally negative picture of the provision of educational equipment and materials in schools" (p. 351). Arab countries must move forward with implementing technology in the classroom. Technology is used consistently in a classroom setting in some wealthy countries in the Arab Peninsula. For example, the United Arab Emirates (UAE) has equipped many schools with different technology programs and software to help improve student learning. One exemplary case is a school in Abu Dhabi (UAE), which established the use of iPads as a primary teaching tool. According to Ahmed (2011), teachers use iPads to address their lessons. Therefore, students use only iPads to learn and complete their assignments. No traditional teaching tools, such as whiteboards or paper textbooks, are used. In addition, the classrooms are equipped with live cameras, so parents have access to and can monitor their children's progress and class interaction from home.

Educational Technology in Omani Context

The Sultanate of Oman is located in the southeastern part of the Arabian Peninsula. There was only one school in Oman in 1970; today, there are multiple schools and around 20 colleges and universities. According to Al-Senaidi et al. (2009), "These institutions, in the Sultanate of Oman, increasingly rely on information and communication technologies to develop their students' skills and organizational infrastructures" (p. 577). During the last 50 years, the evolution of education in Oman has been significant. Nowadays, the majority of schools and universities in Oman are equipped with technology such as smart boards, overhead projectors, computer labs, and E-learning. Al Musawi and Abdelraheem (2004) report that despite technical, logistical, and human factors, the utilization of educational and information technology in higher education in the Sultanate of Oman is advancing rapidly. Currently, students can readily traverse the Internet in quest of information and knowledge resources, as well as connect with their peers anywhere in the world via the Internet in Sultan Qaboos University (SQU) incorporated E-learning by equipping its faculty with WebCT tools in addition to traditional classroom instruction. There is an increase in the number of online courses offered to their students.

The Contribution of Technology in EFL/ESL Classrooms

From the researchers' and educators' perspectives, some students of this generation have lost their excitement for learning both inside and outside of class. This is because teachers repeat the same old-fashioned way of teaching in every class. From the researchers' teaching

experience, it was hard to keep students' attention in reading classes. They often lacked the motivation to read or participate. No technology was involved in the lesson. However, when technology was integrated into education, students felt excited and showed excellent participation. According to Roblyer and Doering (2010), "A growing body of evidence documents students' appreciation of cooperative work as both more motivating and easier to accomplish when it uses technology" (p. 47). Teachers must make an effort to find suitable technological motivation that can be integrated into the lesson to encourage students to learn actively. Eventually, incorporating technology into the classroom will capture students' attention and sharpen their learning abilities.

Integrating Technology in EFL/ESL Classrooms

Numerous researchers and educators think that technology is a great tool for achieving students' success (see, for instance, Ahmed, 2011; Lee, 2012; O'Hara et al., 2012; Porcaro and Al Musawi, 2011; Roblyer and Doering, 2010; Li and Ni, 2011; Boutonglang and Flores, 2011; Lynch and Redpath, 2014; Shana, 2009). According to O'Hara et al., (2012) stated that many immigrant students in California schools tend to lack English academic skills because English is not their primary language. O'Hara et al. (2012) stated, "The study focused on developing, piloting, and assessing the impact of a particular 'professional development' initiative on teachers' instructional practices for teaching ELs" (p. 5). As a result, the study incorporated 16 upper elementary teachers from three different schools in California and educated them on how to use certain technological devices such as multimedia, video streaming, and an interactive whiteboard to help students build academic vocabulary and writing skills. Two technology experts from a university jointly experimented. They showed the teachers multiple ways to use whiteboards, video presentation devices, and handheld electronic devices with their students.

The study used a qualitative method to collect the data. A pre-test conducted for the study indicated that only 33% of the teachers were proficient in using multimedia technology; however, after receiving training on how to use the tools mentioned above, the teachers developed an excellent use of technology. O'Hara et al., (2012) stated, "In fact, classroom observations conducted after the project showed that in 89% of lessons, student use of technology tools was integrated into lesson content and related to academic language development" (p. 15).

It seems that students ultimately improved their academic language proficiency. However, this study did not show solid evidence to explain the percentage of students who developed academic learning skills after the teachers trained them to use technology with them. Teachers must incorporate any form of technology that students are likely to use in their daily life, such as Facebook, Twitter, or Instagram, and find ways to use these to hone students' academic skills. This case study is noteworthy because it assumes that teachers may lack the necessary background in technology to use it with their students.

Related to teachers using technology, a similar study was conducted by Li and Ni (2011) involving Chinese EFL primary teachers. According to Li and Ni (2011), "The purpose of this study is to understand how technology is used and perceived by foreign language teachers in Chinese primary schools" (p. 74). The researchers wanted to determine how technology would help the teachers facilitate lessons, improve student learning, and gauge the attitudes of those using these technology tools. This study was also qualitative. First, the teachers were surveyed through a questionnaire about how they would use technology, such as the Internet, word processing, blogs, and student-teacher forums, in teaching. Li and Ni (2011) stated, "The

findings indicate that most EFL teachers in this study were competent in information literacy and used computer technology, such as word processing', E-mail, and the Internet regularly" (p. 80). The survey results indicated that the teachers agreed that using technology in the classroom would have a substantial impact on students' attitudes. According to Li and Ni (2011), "Over 70% of 'the teachers' agreed or strongly agreed that computers could help them integrate different aspects of the curriculum and direct students' learning" (p. 77). Most EFL teachers reported confidence in using technology in the classroom and welcomed the idea very positively. The limitation that prevented the technology from being implemented in Shanghai schools was the lack of public funds. Therefore, teachers raised a call for the government to provide as many technologies as possible to Shanghai schools. According to Li and Ni (2011), "The major limitation of the study concerns the generalizability of the findings across different economic contexts in China" (p. 83).

Another important issue emphasized in this paper was that many teachers use technology to prepare their lessons without ever having the students put their hands on the technology tools and use them. This is very true because some teachers just use Microsoft Word or PowerPoint to design their lessons. However, they should let the students experience using these great technology tools to complete an assignment or demonstrate a presentation, thereby helping them learn more effectively and meaningfully.

Also relevant is Savasci Açikalin's (2014) case study, which investigated teachers' frequent use of technology at the university level. Sixty-three science teachers were gathered from different Turkish universities to complete this study. The study used a qualitative research methodology and answered the following questions: "The first research question is what kind of instructional technologies teachers are more likely to use in science classrooms. The second research question is why they prefer those instructional technologies" (p. 197). The teachers taught different subjects and had been asked open-ended questions about what technology they used most frequently to deliver lessons. According to Savasci Açikalin (2014), "The overall findings of the study reveal that PowerPoint was the most widely used instructional technology in the lesson plans" (p. 198). Furthermore, teachers reported that they were compelled to explain charts and statistical graphs within PowerPoint to ensure student comprehension. One of the study's limitations mentioned by the researcher was that the "findings of the study cannot be generalized to all science teachers in schools" (p. 200). Ultimately, using PowerPoint can facilitate and explain multiple concepts for students, as well as save teachers time writing material on the whiteboard. Also, PowerPoint does not require an Internet connection and can be integrated into class every day. This is an important study that specifies one technology tool that can be integrated to advocate for students learning. In my teaching experience, this is one of the programs most commonly used in an everyday lesson because it is easy to establish, design, and integrate visual aids and teaching materials with it. It would be more suitable if the author mentioned PowerPoint's utility for all subject areas and did not narrow the focus of its use to science teachers.

Additionally, technology is an important engagement tool that can support learning in the classroom. According to Boutonglang and Flores (2011), "Several studies have shown that using technology in the classroom could effectively increase students' engagement in EFL contexts" (p. 197). The richness and diversity that this technology offers are countless. Numerous applications can promote literacy. For instance, many schools and educational institutions have implemented the use of iPads as a primary tool for teaching.

According to a case study conducted at a school in Victoria, Australia, by Lynch and Redpath (2014), students are likely to develop literacy levels through the use of portable devices. The purpose of this study was to integrate literacy apps to educate early school-age students. Multiple methods were used to collect the data, such as interviews with the principal, teachers, and students and observations of students' behavior. To begin, primary-level students were provided personal iPads to use at school. They had access to different literacy: "These 'games' were primarily gamified literacy and numeracy apps, that is, literacy and numeracy content presented as a series of interactive tasks" (p. 156).

The study revealed that students were motivated to learn English because of gaming apps. According to Lynch and Redpath (2011), "The literacy-specific apps that were demonstrated to us included Pocket Phonics, where visual prompts and embedded sounds support guided handwriting" (p. 157). Eventually, after interviewing the students, they reported that it was easy, favorable, and simple to use iPads compared to laptops or desktops. Plus, the iPads provide many educational apps that are easy to navigate and learn from. According to Lynch and Redpath (2011), "Most students stated that this preference was due to the 'games' available on the iPod and iPad" (p. 156).

One benefit that educational apps can offer is that to play a game, the student must read the instructions; doing so eventually improves students' literacy skills. The only limitation related to this study is how to control the time that students spend practicing these apps. Often, when children enjoy playing games, it is hard for them to quit. Other than that, this study is very appealing and modern in that it equips a school with educational technology. From a teacher's perspective, this teaching method is useful for helping students learn quickly and effectively. Students of this generation are often hooked on playing games on their iPads, especially during free time. As a result, it is effective to turn this good habit into enjoyable moments of profitable instruction.

Another case study that advocates the use of technology in the classroom was conducted at the Ajman University of Science in the (UAE), Shana (2009) examined how discussion forums contributed to the achievement of university students enrolled in Distance Education. The university used discussion forums in distance learning courses to enhance student learning. Thirty-four students were involved in this study, which aimed to address the question, "Does the integration of the discussion forum as an interactive instructional tool have a positive effect on students' attitudes" (p. 216). The students were divided into two groups: the "treatment group and the control group" (p. 214). According to Shana (2009), students "Were exposed to the same teaching techniques covering the same course material on Distance Education" (p. 214). One group had access to the Internet to use interactive discussion forums. In addition, students were given pre-and post-tests, responded to questionnaires, and were interviewed to complete the course of the research.

The study concluded that students developed the desire to learn by using technology in distance learning. According to Shana (2009), "The purpose of this study was to determine the effects of using a discussion forum on the achievement of the educational technology freshman students" (p. 218). The students participated in all the online activities positively. The treatment group had the students complete their final exam using discussion forums, and their results were very high. As explained by Shana (2009), "Discussion forums had an obvious impact on student achievement and attitude in distance learning and educational technology courses" (p. 214).

In a word, it is highly recommended that teachers use online discussion forums with their students because it enhances their learning abilities. Also, teachers can give students assignments in ways that require them to use technology to complete them. This is because most students love to use anything that involves technology, and, therefore, they will be willing to complete their assignments consistently and desirably. One important limitation was mentioned: because of "The instructor's teaching style and his familiarity with the web-based learning environment and the nature of the course itself, results might be quite different with other courses" (Shana, 2009, p. 227). Some teachers may lack the basic skills to use Web tools; therefore, it is advised that teachers consider that aspect.

Another interesting study with similar results was conducted by Buzzard et al., (2011). This study measured the teachers' and college students' interest in implementing technology into teaching as a dominant tool for the class. The method that was used to complete this study was qualitative. One of the questions that arose in this study was: "How do technology preferences differ between students and instructors?" (p. 135). A total of 765 students and 308 teachers were surveyed from different subject fields. They were asked about the importance and preferred use of digital technology such as online quizzes, multimedia software, social networking, online whiteboards, and digital homework. According to Buzzard et al., (2011), "Overall, students appreciate and use digital tools in academic work more readily than instructors require" (p. 137). Also, the students reported that learning with technology would foster their learning skills. Furthermore, Buzzard et al., (2011) stated, "In general, it appears that students and instructors are eager to learn and teach with a variety of digital technologies" (p. 137). Ultimately, both teachers and students stated that technology-enhanced learning

Apparently, technology has a similar positive impact on students of diverse majors because the study by Buzzard et al., (2011) involved students from many subject areas. This proves that technology is an excellent facilitator for any teaching subject area. Also of note is that students reported that teachers used technology to design their lessons and instruction and excluded them from using it. It is important to give students hands-on access to technology while they are learning. As stated above, students must have the opportunity to experience the use of technology to improve their learning skills.

Simpson (2010) conducted another study in Sydney, Australia, on the subject of incorporating technology into curricula. It focused on integrating information and communication technology (ICT) into the teachers' curricula. Simpson (2010) aimed to establish online collaborative learning to increase students' critical learning skills. A group of primary school students was involved in this study. Simpson (2010) stated that "The teachers were keen to find an authentic means of incorporating technology into their classrooms and chose book raps as a teaching tool to enrich their usual guided reading practices" (p. 121). According to Simpson (2010), book raps are described in the following way: "The discussion problematizes the integration of technology in the classroom through a repositioning of collaboration in a blended learning context" (p. 119). Simpson (2010) used a qualitative method to collect the data, and the central question answered in this study was: "How does online collaborative learning support critical thinking?" (p. 124). Students were asked to read book raps and then use technology to share their answers. As Simpson (2010) stated, "The study investigates the premise that an ICT project where children read books and then use email communication to exchange responses with other learners will support critical thinking" (p. 119). The study concluded that students were able to develop critical thinking using online collaborative learning. According to

Simpson (2010), "The findings show that the book rap successfully created a network that delivered stimulus material to which teachers and students formed various responses both online and offline" (p. 130). Book raps helped students communicate and discuss their opinions about the works they read in a particular book. Simpson (2010) stated, "The book rap site now lists blogs, wikis, digital stories, videos, and other options as means for students to communicate with each other about the books they read" (p. 130).

Undoubtedly, technology is a meaningful factor that enhances students' critical thinking, as reinforced by Simpson (2010), "there were gains in critical thinking" (p. 119). Technology establishes a confident relationship when it comes to one-on-one learning. From this researcher's personal experience teaching students using technology, online discussion forums can make students feel as if they are only speaking to a computer, and blog posts are read by all of their classmates. Additionally, students feel more relaxed, and anxiety levels are reduced because they are provided with space to think and formulate what they want to say.

Using Technology in Teaching Language Skills

This section is devoted to reviewing studies that were conducted on exploring and investigating the use of technology in teaching language skills such as vocabulary, reading, grammar, and Speaking.

Teaching vocabulary with visual aids can contribute to student learning. One major benefit is that it contributes to students' learning by requiring them to remember the pictures that demonstrate the meaning of the word. According to Green (2005), "Students need to learn vocabulary in context and with visual clues to help them understand" (p. 56). An interesting study that advocates learning vocabulary using the computer was conducted by Cheng et al., (2014) they experimented on a group of students who used computers to learn English vocabulary in Taiwan. According to Cheng et al., (2014), "The study adopted a non-equivalent control group quasi-experimental research design" (p. 166). After that, a "target of 30 words in the study was selected by the participating English teacher and the other two veteran English teachers" (p. 166). Then they divided the students into three different groups. Students were divided into three different groups: "experimental group A, computer-free collaboration group, experimental group B, and computer-free non-collaboration group, control group" (p. 166). The first group (experimental group A) was required to learn the target vocabulary collaboratively using technology in the classroom. Students were allowed to search for digital references. Then the second group (experimental group B) was asked to answer the same questions and was only allowed to refer to dictionaries and class notes if needed. The last group (the control group) was "given worksheets of the vocabulary exercises; dictionary and note consultation were allowed" (p. 166).

The results showed that students who had access to digital texts did learn and recall more words during the post-test. According to Cheng et al., (2014), students "learning English vocabulary collaboratively in a technology-enhanced environment outperformed the other two groups in vocabulary retention" (p. 162). To sum up, technology can play a very positive role in developing students' vocabulary skills. The study that was conducted by Cheng et al., (2014) was prolific and tangible. They had students from different classes and conducted pre-and post-tests to yield demonstrable results for their study. Based on their results, teachers should integrate the use of technology in vocabulary learning because it helps students remember the meaning of words if they can visualize them and listen to the way they have been pronounced.

Sadeghi and Soltanian (2010) conducted a study at Semnan University in Iran that supported the use of technology in reading. The study aimed "to describe a method for enhancing reading strategies through the use of computer software designed for improving reading comprehension and motivation for reading" (p. 109). An experimental study was done using the computerized test to measure student performance in reading. One of the important questions addressed in this study was: "Do the Computer-assisted language learning CALL-based procedures contribute to the development of reading comprehension in comparison with a conventional EFL academic reading method?" (p. 109). A total of 30 freshmen students were involved in this study, and it employed multiple tools, such as experiments, questionnaires, surveys, pre- and post-tests, and interviews, to gather the data. The study lasted five consecutive weeks. Students were divided into two groups: An experimental group and a control group.

The study's overall findings showed that students who used computerized texts performed better in reading comprehension or some other aspect than those who did not. Furthermore, students reported that computerized texts reduced their levels of anxiety and helped them to love reading. According to Sadeghi and Soltanian (2010), "The students' comments showed that, in general, they believed this program helped improve their reading skills and use of strategies because of the various types of activities and explanations offered by it" (p. 130). Overall, this study was well-designed. It incorporated multiple methods, such as the case studies mentioned above, and was not restricted to one testing method instead of applying several methods to attain solid results. Teachers are encouraged to use computerized text to teach reading classes. This is truly an attractive way to compel students to develop their reading ability and desire to read.

Green (2005) also noted, "The computer also allows students to become active learners in a one-on-one environment" (p. 56). In this study, technology grants the students time and the tools to highlight what they want to learn. This type of learning involves space, time, and programs to discover and manipulate. Teaching grammar with computer aids simplifies it for learners and makes it more comprehensible and applicable. According to Nutta (1998), it is "possible for Computer-Assisted Language Learning (CALL) to provide rich input in the form of integrated multimedia programs and to provide explicit grammar explanations that can be viewed and reviewed at the learner's own pace" (p. 50). Many Arab speakers face serious problems mastering English grammar. This is because some English tenses do not exist in their native language, and they find it hard to distinguish between using tenses such as present and present perfect.

Olibie's (2010) research in secondary schools in Nigeria found that using CALL helped the students improve their understanding of grammar more explicitly. One of the important questions addressed was: "To what extent does computer-assisted Language Learning (CALL) enhance students' ability to produce grammatically correct sentences over a stipulated period more than Conventional English Language Instruction CELI?" (p. 67). Pre-and post-tests were given to a group of junior students. The findings revealed a very positive response toward Computer-assisted language learning (CALL). As Olibie (2010) stated "Analysis of responses to research questions 1 to 4 reveals that CALL enhanced students' ability to produce grammatical sentences, to accurately transform the order of constituents in grammatical units, to effectively substitute one grammatical unit for another, and to respond freely to grammatical drills more than Conventional English Language Instruction CELI" (p. 70).

To synthesize Olibie's study, teachers were able to use computers to manipulate sentences in different tenses and create learning drills based on what they wanted their students to learn. As supported by Olibie (2010), "CALL can go a long way in reducing the problems of poor grammatical performance of students in the Universal Basic Education (UBE) program since CALL can be used to conceptualize grammar or make it interesting through games or other activities" (p. 70). In addition, teachers can install software games on computers that allow the students to work with English tenses and have the students play those games to practice grammar. As a result, students will improve their poor grammatical skills. This is an exemplary solution for many English-language learners. Ultimately, when learners have access to drills that are designed to provide visible, digital practice, they become more aware of their mistakes and learn ways to avoid them. It is highly recommended that teachers use computers to teach grammar in a more accessible and learnable way for students.

A vast number of students fail to learn correct English-speaking skills. The first assumption is that some students do not have someone at home who speaks English, so they have no one to practice with. Another perspective would be that the students are intimidated by speaking one-on-one because they lack confidence and feel that they will not be able to take part in a successful conversation. Hence, technology can help students improve and build a speaking taxonomy.

Another valuable study that used technology as an enhancement tool to develop reading skills was conducted in Taiwan. Twenty pupils from the 2nd through 6th grades were selected to participate in the storytelling sessions. This study was conducted over a year and used multiple experiments to find tangible results. Lee (2012) stated "Voice Thread is used to present the story with audio and visual aids to help children review keywords and read-aloud simple summarizing sentences. By practicing online, children were more involved in the storytelling and language acquisition processes, chances that were rarely available in the regular class" (p.297). In this study, students were taught storytelling with the help of a PowerPoint program for about 35 minutes daily. According to Lee (2012), "Survey questionnaires, storytellers' ethnographic notes, and teacher interviews were collected to examine the progress in terms of their changes in attitude, motivation, and responsiveness to storytelling and English learning" (p. 297). The study involved the following procedures:

Week 1: "Storytellers told a story using PowerPoint slides, explaining the story, words, or expressions using drawing, translation, or body language. Week 2: Storytellers did activities related to the story with children, using songs, games, drawing (handcrafted books), story chains (short sentences, keywords), and role-play (reader theater). Week 3: Children listened to the story again as well as short sentences that summarized the story on the Voice Thread page, and with the storytellers' help, they began reading the summary sentences out loud" (p. 301).

As explained by Lee (2012), "The use of technology in this project greatly improved the storytelling condition and helped children concentrate well and thus learn the target language better, according to children's perspectives" (p. 305). Students in this study used a program called Voice Thread, which helped them develop their reading and speaking skills. When students finished reading digital texts out loud, they replayed their recorded pronunciations to identify their miscues.

From a writing standpoint, this study is much more powerful because it establishes precise results concerning the benefits of technology for English learners. Storytelling leads students

to increase their reading skills as well as their speaking skills. To learn speaking skills, students must develop a listening taxonomy level. When students listen to stories being told, they are more likely to improve their speaking skills. According to Lee (2012), "Twelve to thirteen children (60 to 65%) believed that listening to English stories [using storytelling programs] helped them learn new words and remember them; they also believed that listening to stories helped improve their pronunciation" (p. 303). One limitation that this study mentioned is that students sometimes seemed nervous when they recorded themselves; however, it is assumed that the students can overcome this issue by taking part in multiple sessions.

2. CONCLUSION AND RECOMMENDATIONS

This review paper attempted to review the existing literature on educational and instructional technology in EFL/ESL classrooms. At the beginning of this paper, this study looked at the use of technology in classrooms. The findings have shown a strong, positive correlation between technology and language learning. All studies were selected from different teaching and learning stages, ranging from primary to university-level students. Also, some studies focused on examining and asking teachers to share their perspectives on using technology in the classroom. EFL and ESL students were tested to determine whether instructional technology motivated their learning. All language skills were measured using technology as a component that fostered literacy. Students' and teachers' beliefs, attitudes, and perspectives toward technology were evaluated. Multiple studies were conducted in many different parts of the world. Technology is the best helper, facilitator, and motivational factor in the classroom environment. Many research papers were reported on the use of CALL in education. Consequently, many schools and educational institutions have adopted the use of computers in learning. Most of these studies have shown remarkable results that support utilizing computers in teaching. The researchers found studies that implemented digital reading of texts to be very interesting. There is no inherent motivation that fosters a love of reading for students. Hence, digital texts are the remedy for this issue. Initiating programs such as storytelling would engage the students in reading more than ever. It is highly recommended that teachers try this method and wait to see positive results from their students. It is also suggested that teachers educate themselves so they can use a variety of technological tools effectively with their students. In the end, they could take pleasure in employing technology to teach their students difficult topics.

3. Future Research

The primary focus of this study was to facilitate the contribution of technology to teaching the English language. It examines multiple technologies that are integrated into teaching different learning skills. Several studies talked about the benefits of technology for all English skills except listening. Therefore, another good study that can be done in the future would be about improving students listening abilities with the help of technology.

.

REFERENCES

Ahmed, A. (2011). Abu Dhabi school pupils will work on iPads. In *The National UAE*. Retrieved April 17, 2015, from http://www.thenational.ae/news/uae-news/education/abu-dhabi-school-pupils-will-work-on-ipads.

Al Musawi, A. S., & Abdelraheem, A. Y. (2004). E-learning at Sultan Qaboos University: Status and future. *Br. J. Educ. Technol.*, *35*(3), 363-367.

Al-Abed, A. B. (1986). Educational technology in the Arab world. *International Review of Education*, *32*(3), 350-353.

Al-Senaidi, S., Lin, L., & Poirot, J. (2009). Barriers to adopting technology for teaching and learning in Oman. *Computers & Education*, *53*(3), 575-590.

Boutonglang, D., & Flores, F. (2011). A study on integrating technology to engage 7th graders into an English as a foreign language (EFL) classroom in a rural secondary school, Thailand. *International Journal of Arts & Sciences*, *4*(18), 195–206.

Buzzard, C., Crittenden, V. L., Crittenden, W. F., & McCarty, P. (2011). The use of digital technologies in the classroom: A teaching and learning perspective. *Journal of Marketing Education*, *33*(2), 131–139.

Camarena, M. M., & Facer, B. R. (2009). MALL technology: Use of academic podcasting in the foreign language classroom. *ReCALL*, *21*(01), 76–95.

Cheng Lin, C., Sheng Hsiao, H., Ping Tseng, S., & Jung Chan, H. (2014). Learning English vocabulary collaboratively in a technology-supported classroom. *The Turkish Online Journal of Educational Technology*, *13*(1), 1–12.

Dahlstrom, E., Walker, J. D., & Dziuban, C. (2013*). ECAR study of undergraduate students and information technology*.

Green, T. (2005). Using Technology to Help English Language Students Develop Language Skills: A Home and School Connection. *Multicultural Education*, *13*(2), 56-59.

Lee, S. (2012). Storytelling supported by technology: An alternative for EFL children with learning difficulties. *The Turkish Online Journal of Educational Technology*, *11*(3), 298–307.

Li, G., & Ni, X. (2011). Primary EFL teachers' technology use in China: Patterns and perceptions. *RELC Journal*, *42*(1), 69–85.

Lynch, J., & Redpath, T. (2014). Smart technologies in early years literacy education: A meta-narrative of paradigmatic tensions in iPad use in an Australian preparatory classroom. *Journal of Early Childhood Literacy*, *14*(2), 147–174.

Nutta, J. (1998). Is computer-based grammar instruction as effective as teacher directed grammar instruction for teaching L2 structures?. *CALICO Journal*, *16*(1), 49–62.

O'Hara, S., Huang, C., Pritchard, R., & Pella, S. (2012). The teaching using technology studio: Innovative professional development to meet the needs of English learners. *TESOL Journal*, *5*(8), 1–26.

Olibie, E. I. (2010). Using computer-assisted language learning to improve students' English language achievement in universal basic education. *International Journal of Educational Research and Technology*, *1*(1), 66-71.

Roblyer, M. D., & Doering, A. H. (2010). *Educational technology into teaching* (5th ed., pp. 7–8). Boston, MA: Pearson.

Sadeghi, A., & Soltanian, N. (2010). Motivational and learning effects of computer-aided procedures on students' reading comprehension. *The Journal of Teaching Language Skills*, *2*(3), 1–34.

Savasci Açikalin, F. (2014). Use of instructional technologies in science classrooms: teachers' perspectives. *Turkish Online Journal of Educational Technology-TOJET*, *13*(2), 197-201.

Shana, Z. (2009). Learning with technology: Using discussion forums to augment a traditional-style class. *Educational Technology & Society*, *12*(3), 214–228.

Simpson, A. (2010). Integrating technology with literacy: Using teacher-guided collaborative online learning to encourage critical thinking. *Research in Learning Technology*, *18*(3), 119–131.

Wayne State University. (2005). *About Instructional Technology*. Retrieved April 18, 2015, from http://coe.wayne.edu/aos/it/about.php.

Zorigian, K., & Job, J. (2008). How do special education students benefit from technology? *Retrieved from Learn NC website: http://www. learnnc. org/lp/pages/6917*.