



EMPLOYING THE INTRENT TO ENHANCE SECOND LANGUAGE LEARING IN A TECHNICAL SITUATION

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Abstract:

Getting students to be motivated to learn a language in an environment that mimics real life is a challenging issue for teachers of second languages. When students practice a second language with a partner who shares their nationality, they are more likely to be impacted by their mother tongue. However, since technology is a part of our life, educators should make use of all available resources to inspire learners to study about any subject. Thus, the outcomes can be unexpected if we incorporate technology into the methods we employ while teaching a second language and allow students to practice with foreign partners. Our students can work on their second language skills through various activities like as games, chats, text scanning, filling out forms, and more. Content teachers can also use these activities to enhance their students' learning of the subject matter. Various forms of computer-assisted language learning (CALL) have been used to teach languages ever since second language learners and teachers had access to computer technologies. Lately, the emergence of online technologies has encouraged CALL practitioners to incorporate this effective mode of instruction into language acquisition (Murugaiah & Thang, 2010). We might refer to the instruction provided over the Internet as "teaching through the Internet." Such instruction fosters interaction, which is sometimes lacking in typical classroom settings. It allows students who are geographically separated to learn together, share ideas and information, explore different learning options, and create their own learning styles. Additionally, this kind of instruction enables students to view topics from various angles. Special interest groups can communicate about their shared experiences despite geographical separation. The goals of this kind of learning, which is primarily utilized in higher education, show that students are encouraged to pursue distance learning. The interaction that Internet-based interactive environments provide helps students learn. Because they are not limited by space or time, students can cooperate and communicate with their peers, teachers, and tutors. Solidarity is a result of collaboration. The research that has already been done on these online language learning activities is compiled in this paper, together with the state of knowledge on the possibilities of Internet-based second language learning and teaching. Internet-based technology has been widely used in second



language learning, according to the findings of a thorough analysis of studies on the subject. Furthermore, Internet-based technologies are useful teaching and learning resources for second languages.

Keywords: Computer – Assisted Language Learning (CALL), Computer Technologies, Internet Based Teaching, Teaching Through the Internet."

توظيف الإنترنت لتعزيز تعلم اللغة الثانية في المواقف التقنية

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خلاصة:

يعد تحفيز الطلاب لتعلم لغة ما في بيئة تحاكي الحياة الواقعية أمراً صعباً بالنسبة لمعلمي اللغات الثانية. عندما يمارس الطلاب لغة ثانية مع شريك يحمل نفس جنسيتهم، فمن المرجح أن يتأثروا بلغتهم الأم. ومع ذلك، نظراً لأن التكنولوجيا جزء من حياتنا، يجب على المعلمين الاستفادة من جميع الموارد المتاحة لإلهام المتعلمين للدراسة حول أي موضوع. وبالتالي، يمكن أن تكون النتائج غير متوقعة إذا قمنا بدمج التكنولوجيا في الأساليب التي نستخدمها أثناء تدريس لغة ثانية وسمحنا للطلاب بالتدرب مع شركاء أجنبية. يمكن لطلابنا العمل على مهاراتهم في اللغة الثانية من خلال أنشطة مختلفة مثل الألعاب والمحادثات ومسح النصوص وملء النماذج والمزيد. يمكن لمدرسي المحتوى أيضاً استخدام هذه الأنشطة لتعزيز تعلم طلابهم للموضوع. تم استخدام أشكال مختلفة من تعلم اللغة بمساعدة الكمبيوتر (CALL) لتدريس اللغات منذ أن تمكن متعلمو ومعلمو اللغة الثانية من الوصول إلى تقنيات الكمبيوتر. في الآونة الأخيرة، شجع ظهور التقنيات عبر الإنترنت ممارسي CALL على دمج هذا الأسلوب الفعال للتعليم في اكتساب اللغة. (Murugaiah & Thang, 2010) قد نشير إلى التعليمات المقدمة عبر الإنترنت باسم "التدريس عبر الإنترنت". مثل هذا التعليم يعزز التفاعل، وهو ما تفقر إليه أحياناً إعدادات الفصل الدراسي النموذجية. فهو يسمح للطلاب المنفصلين جغرافياً بالتعلم معاً ومشاركة الأفكار والمعلومات واستكشاف خيارات التعلم المختلفة وإنشاء أساليب التعلم الخاصة بهم. بالإضافة إلى ذلك، يمكن هذا النوع من التعليمات الطلاب من عرض المواضيع من زوايا مختلفة. يمكن للمجموعات ذات الاهتمامات الخاصة التواصل بشأن تجاربها المشتركة على الرغم من الانفصال الجغرافي. تظهر أهداف هذا النوع من التعلم، والذي يستخدم بشكل أساسي في التعليم العالي، أنه يتم تشجيع الطلاب على متابعة التعلم عن بعد. إن التفاعل الذي توفره البيئات التفاعلية القائمة على الإنترنت يساعد الطلاب على التعلم. نظراً لأنهم غير محددين بزمان أو مكان، فيمكن للطلاب التعاون والتواصل مع أقرانهم ومعلميهم ومعلميهم. التضامن هو نتيجة للتعاون. تم تجميع البحث الذي تم إجراؤه بالفعل حول أنشطة تعلم اللغة عبر الإنترنت في هذه الورقة، جنباً إلى جنب مع حالة المعرفة حول إمكانيات تعلم وتدريس اللغة الثانية عبر الإنترنت. لقد تم استخدام التكنولوجيا القائمة على الإنترنت على نطاق واسع في تعلم اللغة الثانية، وفقاً لنتائج تحليل شامل للدراسات حول هذا الموضوع. علاوة على ذلك، تعد التقنيات المعتمدة على الإنترنت بمثابة موارد تعليمية وتعليمية مفيدة للغات الثانية.

الكلمات المفتاحية: الحاسوب – تعلم اللغات بمساعدة (CALL)، تقنيات الحاسوب، التدريس المعتمد على الإنترنت، التدريس عبر الإنترنت.



1. INTRODUCTION

The fact that the Internet is used in education on a large scale is a feature that will undoubtedly grow in significance over time. The Internet has gained importance as a learning resource in recent years. We are unable to minimize the significance of the English language for international communication or the impact it has had on other tongues. Academics use it all over the world to report on new scientific discoveries and accomplishments as well as to exchange ideas, hypotheses, and information. Consequently, language teachers now have a vast area of study to choose from when it comes to second language acquisition. When creating new tactics to increase language proficiency, we should take into account the mistakes that students make, the various teaching pedagogies, cultural influences, and the resources available to us for student motivation. The way we teach is changing significantly; we are moving from using paper pages to using digital screens. This suggests that not only can we get a wealth of information via the internet, but we can also mentor our students and include materials onto our own webpages. Presently, conventional content is being converted into digital content at an increasing rate (Collins 1998).

When new technologies are used in a second language classroom, new methodological elements are implied, which might benefit the instructor. However, if these tools are misused, the student may feel as though their language skills are stagnating. Although they prefer to combine new technologies with other types of activity, students enjoy using them in the practical sessions. To guarantee that teaching tactics and skills are being used, professional development activities conducted online should be well thought out, organized, and assessed. In an era of globalization, the rise of the Internet as a quick, borderless communication medium and the growth of English as an international language are trends that reinforce one another. It appears that since its inception, the Internet has completely changed how people communicate with one another and how they learn English in a worldwide setting. Modern English language learners require a fresh set of interpretative and critical abilities. Teachers can improve their teaching practices and advance their professional development in the areas of adult learning and language acquisition by utilizing computer-mediated communications that make use of online teacher communities. instructors may encounter several obstacles in their pursuit of professional development, such as adult learning theories, computer-mediated communication, successful online professional development concepts, and online communities for EFL instructors. For their students to keep up with the latest developments in the field of learning and teaching, such as the use of Internet



resources, teachers of English as a foreign language (EFL) need to advance their strategies and competencies.

2. METHOD

The Internet-based tools used for second language acquisition are the ones this review looks at. This includes online language learning games, voice boards, course management systems, WhatsApp, online university education platforms during the Corona pandemic, and language course work. Studies that did not use the Internet as a primary research instrument were excluded. Finding the scientific literature on Internet-based technologies for second language acquisition. The researcher made inferences through direct interviews with sixty students, 30 graduate students and 30 students in the bachelor's degree stage. This was in regard to observe to which students of the two stages accept learning via the Internet. According to the research, the majority of students prefer to learn online, and they most often gave reasons for doing so, including direct exposure to native speakers of the language being studied in school and the fact that hiding behind a computer screen prevents them from being shy when speaking the language in public. Additionally, the visual representation of the material increases students' awareness of learning from exposure to the actual situation of the event. The structure of this article is as follows: The first section provides an overview of the Internet-based tools used in the teaching and study of second languages. Subsequently, the impact of Internet-based technology on the acquisition of second languages is examined, along with the opinions of educators and learners regarding virtual education. Lastly, some issues with learning a second language online are discussed, along with their consequences for further research.

3. INTERACTION IN INTERNET-BASED TEACHING

There are four types of interactive learning environments on the Internet. Online platforms, text-based meetings, audio conferences, and video conferences are among them. When teaching a second or foreign language, video conferences stand out among various settings. When teaching online, the interactive environment affects the quality of the learning process. For instance, in video conferences, students must speak one at a time, therefore there may occasionally be a lag in online communication. Nonetheless, compared to traditional classroom settings, learning can take place in a more democratic setting here. In addition, since there is still opportunity for interaction and their voices are no longer ignored, students are able to engage in class activities to a greater extent. Students that are introverted can nevertheless study, participate in the classroom, and make reactions. Every learner proceeds with the lesson in the same way. This requirement is crucial, particularly for those learning a second language. Stronger student participation is made possible



by teachers and students supporting one another. Student motivation is positively impacted by involvement in group discussions and ongoing communication with teachers (Soby, 1992). In addition to being accountable for their own learning, students also have certain duties toward their fellow students. Consequently, the importance of the teacher's position increases (Prendagast, 1996). More opportunities for both individual and group learning are created by online instruction. Teachers can work in groups or one-on-one with pupils. To effectively use the Internet for teaching and learning, interaction is essential. Despite the fact that online instruction allows for textual, in-person, vocal, and visual interaction much like in a traditional classroom, technology has the power to alter the learning environment. Participants in various locations should adapt to using technology and communicating through a computer with a low quality of visuals. Teachers who set up technology for use are crucial components. What matters more, though, is that they commercialize education and integrate students' engagement tactics with their teaching and learning processes.

4. The use of internet-based technologies in second language acquisition

According to research, students who participated in online collaborative learning expressed satisfaction with their language learning experience (Lehtonen & Tuomainen, 2003).

4.1. Collaboration through telecollaboration

Facebook is currently thought to be the most widely used online social networking site among younger generations, particularly college students. According to research, students thought Facebook might be utilized as an online platform for English as a Second Language (ESL) instruction (Kabilan, Ahmad, & Abidin, 2010). Furthermore, because Facebook is already something that students are familiar with, Facebook-integrated training can greatly increase their interest and motivation (Shih, 2011).

The introduction of podcasts and blogs into second language instruction is a result of Web 2.0 technology development. A blog can be quickly and easily established, posted to the Internet, and then viewed by others. Comments can be left by readers by replying to the blog articles. An online audio file known as a podcast enables users to subscribe to and automatically download available web-based audio recordings. Because it enables students to record and distribute their own lectures in addition to listening to real recordings on a computer, podcasting is attractive and helps with language learning (Lee, 2009).

Second language learners can benefit from both writing and reading blogs as well as from listening to and producing podcasts. A Spanish-American telecollaborative



initiative where students produced podcasts and blogs was studied by Lee (2009). This study showed how effectively implemented on the internet task-based instruction promoted a lively atmosphere for collaborative teamwork and gave Spanish and American students unique opportunities to learn about the target languages and cultures. The investigation also showed that making a commitment to online contributions and fostering personal relationships are essential for successful cross-cultural interactions (Lee, 2009), he conducted a follow-up study on the application of blog technology to second language acquisition., learners' writing fluency was positively impacted and their motivation to write for a wide audience was boosted when they consistently posted blog entries. Students loved having the freedom to add their own flair to their blogs by selecting from a wide range of free themes to create eye-catching layouts and designs. Additionally, this study emphasized how important it is for students to be able to think critically to carry out podcasting and blogging in a second language training (Lee, 2010). Students need to be active knowledge makers when they post their work on a podcast or blog. Additionally, they were required to write comments on the work of other students, which helped them to comprehend the subject matter better and develop their critical thinking skills.

4.2. 3D Online Environments

Numerous interactional opportunities and resources for formal language training are made available by online virtual environments (Sykes, Oskoz & Thorne, 2008). For example, Zheng and her associates (Zheng, Young, Wagner & Brewer, 2009) observed Chinese English language learners as they engaged in virtual world interaction as part of the English language course, and discovered that the volume and caliber of learner participation greatly exceeded that of the in-person classroom. According to another study (Jones, Squires, & Hicks, 2008), participants in an Internet-based spoken language learning system in a three-dimensional online learning environment did see improvements in their spoken language abilities. Language learners can converse on Second Life with actual speakers of the language they are learning, a 3D virtual environment (Jauregi, Canto, de Graaff, Koenraad, & Moonen, 2011). According to Wehner, Gump, and Downey (2011), Second Life has the following effects on students learning a second language: (1) lower anxiety and increased motivation; (2) increased student engagement in language learning activities; and (3) adequate scaffolding, support, and feedback to encourage further reflection (Deutschmann & Panichi, 2009; Deutschmann, Panichi, & MolkaDanielsen, 2009). Spanish language learners who took part in Second Life language learning activities reported favorable results regarding rapport and the effective use of language (Jauregi, Canto, de Graaff, Koenraad & Moonen, 2011).



Similar research with English language learners was carried out by Peterson (2010) and Deutschmann & Panichi (2009), and consistent results were obtained.

4.3. Mobile-Assisted Language Learning

With the proliferation of smartphones and the development of mobile technology, mobile-assisted language learning (MALL) reveals itself as an effective means to integrate a learner's surroundings into their daily life. With the ability to learn anytime, anywhere, mobile phones with Internet offer a special chance to continue learning outside of the classroom. Taking relevant photos in the right setting to demonstrate the prepositions or idioms under study was one of the creative outputs supported by mobile technology in a study that used MALL to teach Chinese idioms and English prepositions (Wong & Looi, 2010). For instance, the kids were given smartphones to use while studying English prepositions such "above, over, under, and below." According to Wong and Looi (2010), the students were instructed to leave the classroom and take pictures that best exemplified how to use the unique preposition. Cross-platform language learning support systems, like interactive television (iTV) language learning services, can also make use of mobile phones. Mobile phones can help students comprehend television shows by providing them with access to show summaries and challenging language and cultural materials, like a sombrero for Spanish language learners that might be featured in the show (Fallahkhair, Pemberton, & Griffiths, 2007; Pemberton, Fallahkhair, & Masthoff, 2005). Since the development of smartphones, mobile phones have changed, and the education industry has seen significant advancements in recent years. The purpose of the study is to assess how well smart phone instruction of English at Jazan University works. It also assesses if teaching English in the Kingdom of Saudi Arabia with a smartphone application would be more successful than using the lecture format. A survey with 134 individuals from Jazan University was used for the investigation. Descriptive analysis, correlation, regression, and ultimately findings with suggestions were conducted using the lecturer replies. The way that English is taught has been proven to be significantly impacted by smartphone use. Using smartphones, instructors can make videos for their students, and students can record themselves and send the video to their instructor for feedback. Additionally, social media sites that are conveniently accessible with smartphones are used extensively. The findings show that educators send emails to pupils using cellphones. The learning process is made more dynamic and interesting by the fact that they continue to include them in topics pertaining to the English course's curriculum and other significant concerns surrounding learning English. The findings show that instructors promote smartphone use during class, which implies that students will



adjust to and cope with its use since it improves instruction (Aamri, A. and Suleiman, K., 2011).

5. The perspectives of teachers and students concerning internet-based learning of second languages

5.1. Perceptions of Students

Internet language learners are positive about the establishing of rapport that takes place in these classes (Jiang & Ramsay, 2009), as well as the improvements in accuracy (Kelm, 1992), motivation (Thang & Bidmeshki, 2010), and general contentment among students (Strambi & Bouvet, 2003). Furthermore, according to Alameen (2011), Web 2.0 digital stories utilized by Learners of English offered an interactive setting for developing educational networks, encouraging teamwork, engrossing students in multiliteracies, and producing chances for feedback and connection with a global audience. It is generally accepted that one of the most significant predictors of effective online language learning experiences is the volume and quality of student interaction. Studies indicate that students' perceptions of the essential interactive features changed as a result of their increased asynchronous online connection with teachers and peers in the Internet-based second language course design. For instance, research on the use of wikis, blogs, and forums in EFL-blended learning courses has shown that students had positive opinions of the blended course design that incorporates online writings (Miyazoe & Anderson, 2010). The blended learning course design used in this study consists of weekly in-person instruction together with online writing assignments. Wikis were established to facilitate collaborative translations from English to Japanese, blogs were utilized for optional free writing exercises, and forums were used for topical conversations. The instructor watched what was going on in the system with great attention, but she did not take part in the online activities during the course. Surveys and observations revealed that students enjoyed completing the many tasks offered by the integrated learning environment, even though some were difficult. Furthermore, a plethora of research has been conducted about the degree of student happiness and perceived efficacy of blended language classes. For instance, A feeling of comfort among students rose dramatically when writing in Spanish and enrolled in online Spanish classes, according to Jochum's (2010) research of online Spanish instruction. In addition, the students believed that they gained from the online format and valued it over a "traditional" second language learning classroom setting. Lee (2006) investigated two Korean-American heritage language learners' social networking practices as part of a larger study examining the influence of popular culture and the internet on the development of heritage languages. The author examined her two



siblings' pragmatic and linguistic habits through case studies. Empirical evidence indicates that virtual social platforms furnished them with genuine chances to employ the language and facilitated the growth of their virtual social circles. Through online activities, they were able to engage in social interactions without feeling obligated to correctly spell words. However, they were also irritated since they were unable to discriminate between proper and improper language usage.

5.2. Teachers' Perspectives

Concerns about the instructor's involvement in determining the effectiveness and impact of learning have arisen with the rise of Internet technologies in asynchronous training (Meskill & Anthony, 2007). Comas-Quinn (2011) contended that A few of the instructors' unfavorable assessments of the course were a result of the sheer amount of change they had to deal with as well as technological difficulties. The way that instructors and the institution view training, teaching, and learning may provide a less evident explanation for their disinterested attitudes. Belz and Muller-Hartmann (2003) investigated the ways in which the group of online teachers was formed by limitations and opportunities in social, cultural, and institutional domains for telecollaborative foreign language learning. Online classes have drawn criticism for perhaps discouraging teacher-student interaction, which academics and instructors agree is crucial to language acquisition. For instance, Ng, Yeung, and Hon (2006) discovered that a student's comprehension of the language being taught could be the only factor determining how much interaction occurs between the teacher and the learner. For the adoption of online learning to be successful, the role of the instructor or director is essential. Certain practices indicate that social rather than technical variables determine whether this kind of instruction is successful or unsuccessful (Kaye, 1992). It is well known that in order to facilitate collaborative learning, instructors or directors have four primary duties. According to Ryan, Scott, Freeman, and Patel (2000), these are positions in education, society, administration, and technology.

5.2.1. Role of Education

Being an improvement agent in education is the teacher's primary responsibility. The following are the primary traits of an educational improver:

- S/he possesses expert knowledge and perspective.
- S/he concentrates on discussion during pivotal moments.
- S/he poses questions and responds to students' involvement during class discussions
- S/he blends disparate remarks.
- S/he summarizes key ideas to bring up recently discovered subjects.



5.2.2. Social Position

Teachers that use online learning platforms for collaborative learning should possess the same critical social skills as educators in traditional classroom settings, such as advisers and directors. An educator possessing strong social skills will exhibit the subsequent traits:

- S/he promotes each participant's active engagement.
- S/he assesses each participant's level of active participation.
- S/he assists group members in realizing their various perspectives and thoughts.
- S/he is capable of establishing a transparent atmosphere where learning is valued and group reports are produced.

5.2.3. Role of Administration

To carry out this kind of work, a teacher needs to possess the following qualities:

- S/he Has the ability to modify the class schedule.
- S/he establishes and clarifies the major guidelines for interaction.
- S/he establishes the discourse's objectives.
- With his/her strong leadership attributes, S/he makes the application and engagement possible.

5.2.4. Technical

Position

In collaborative learning, the teacher and technology should work well together. These teachers' primary traits are:

- They have faith in the participants' ability to identify hardware and software.
- S/he arranges rights under the license.
- S/he arranges the conference schedule.
- For small groups, s/he arranges pre-applications pertaining to particular discussion topics or group project work.

6. Conclusion

What applications have Internet-based technology seen in the study of second languages? It is evident that learning a second language has made extensive use of Internet-based tools. This paper reviews four different forms of Internet-based technologies: mobile learning, Realistic internet videos, telecollaboration, and three-dimensional virtual environments. This study does not address some technologies



because there aren't enough empirical studies on them or because they haven't been used widely in language teaching. The findings demonstrated that students' communicative ability increased when they engaged in conversations with native speakers in a relaxed setting and got thorough feedback right away. What is the body of research demonstrating how Internet-based technologies benefit second language learning for both teachers and students? Researchers generally agree that Internet-based technologies are useful teaching aids for teaching and learning second languages. The majority of researchers concur that Internet-based tools are beneficial for second language learners. Few studies, meanwhile, questioned the usefulness of using Internet-based tools into the study of second languages. The secret to using the Internet for teaching and learning is interactivity. While online learning offers the same opportunities for written, in-person, auditory, and visual communication as traditional classroom settings, its technological aspects may alter the learning environment and provide challenges for both educators and learners. To utilize technology and communicate through a computer, participants in various locations must make some adaptations. Educators who utilize technology are essential components.

Therefore, it is more crucial to combine teaching and learning activities with students' efficient interaction tactics and to privatize education.

6.1. Possible Issues with Learning a Second Language Online

Murphy (2009) discussed the advantages, difficulties, and solutions associated with learning French as a second language through synchronous online communication. The sense of independence that students felt in the classroom, their confidence and self-esteem were all increased, and the peer learning component inspired them to finish their work. The incapacity of teachers to keep up with the workload, scheduling issues, and audio and technological issues were among the difficulties. The use of students as moderators to distribute unclear teacher communications to other students and technical help were two solutions. An online English language study resource with email, text chat, recorded lectures in many formats, asynchronous document sharing, and collaborative writing tools, and multimedia seminars was provided by Dalarna University in Sweden. Cunningham, Fagersten, and Holmsten (2010) conducted a study on this learning program and found four communication issues that arise in this type of learning environment: Technical issues; (b) students' inability to understand the teacher due to inadequate sound conditions or low English perception skills; (c) students' limited ability to understand one another; (d) the teacher's inability to understand the student due to the student's unintelligible pronunciation combined with subpar sound conditions.



6.2. Consequences for Upcoming Studies

The majority of the research examined the acquisition of a second language by college students, according to the journal articles this paper analyzed. Numerous researches have been conducted on K–12 students' use of online language learning platforms. Future studies should focus more on the second language acquisition and learning outcomes of K–12 students using Internet-based language learning, rather than just college students. Other second languages should be the subject of research in addition to Spanish and ESL. For example, research on Chinese, one of the most widely spoken languages in the world, is scarce. Even while "learning second language online" is a topic that may be studied broadly, different languages have unique characteristics that can lead to varying results when studying the language online. Furthermore, extra study is required in the areas of speaking and listening in certain languages. As the results of online learning, we have reviewed speaking, writing, listening, and reading skills. Studies on the reading and writing abilities of second languages are many (e.g., Bloch, 2009; Kilickaya & Krajka, 2010; Liu, Chen, & Chang, 2010; Ma & Kelly, 2006), but there aren't nearly as many on speaking and listening online. Comparing students' listening and speaking skills to those of reading and writing is easier, but there are less tools and metrics available for assessing online speaking and listening. Future studies should look at oral speaking and listening comprehension in addition to reading, vocabulary, grammar, writing, and spelling.

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