Research Article

Language learning and technology: A conceptual analysis of the role assigned to technology

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ARTICLE INFO	ABSTRACT
	As technology advances, the teaching-learning process becomes more robust. In addition to technological possibilities and opportunities, the functions that academics give to technology have an impact on its effective application in the field of education. In this study, it is intended to investigate technologically based studies in the field of English language instruction. The study evaluated research articles published in the journals "Language Learning & Technology" "The Journal of the European Association for Computer Assisted Language Learning" and "Computer Assisted Language Learning" in 2020 and 2021 and indexed by the Web of social science. The articles were thematically analyzed. Examined were the study's objective, methods and approaches, technological instruments, and data collection tools. The primary factor is how technology is utilized in the study. Particularly in language education, the role of technology in teaching English as a second language has been investigated. Technology helps EFL students learn. This study will try to conceptualize technology's role. Technology is supposed to develop writing and language abilities first. Quantitative research predominated, followed by mixed-methods. Most research sampled college students. The study mostly used learner-centered and task-based instruction. Language-learning websites are chosen. Second-tier mobile apps.

Technological tools are employed directly as teaching tools individually or in groups, but their use as a communication tool between students and teachers and as a tool for student cooperation is highlighted.

INTRODUCTION

The fast growth of the world's economy and information technology has had big effects on how English is taught and learned. The goal of "traditional" English as a Foreign Language (EFL) instruction has always been to ensure that students are competent enough in the language to perform well on standardized examinations. However, graduates of today's universities need to learn new ways to use the language and technology in order to ask questions, communicate, create, or handle academic writing tasks on campus and out in the changing world. These skills are necessary in order to ask questions, communicate, create, or handle academic writing tasks (Gu et al., 2020; Warschauer, 2000). New options for language learning have emerged as a result of the development and improvement of mobile technology, and these chances can now be taken advantage of both within and outside of the classroom (Peng et al., 2021).

The use and significance of computer technology in EFL classrooms for teaching, learning, practicing, and testing purposes has long been debated among ELT academics and teachers. Computer technology now has a considerable presence in the teaching and study of second and foreign languages. This is due to the numerous advantages this method has for teaching, learning, and assessing second and foreign languages such as English. The use of computers in EFL classes can provide a vast range of audiovisual information, with rigorous and authentic language models, that can be accessed with individual control (Alsied & Pathan, 2013).

Although the term "technology in education" is now used in a broader sense, for many years it was largely associated with the employment of computer technologies in education. As a result, computer-aided studies in the literature have a significant number. It is no different in the field of language instruction. Computer-assisted language learning (CALL) studies are calling for a review of the field more and more. Some reviews fall into broad categories, like overviews of CALL development and the technologies used in CALL as a whole, or reviews that focus on specific types of technology, like multimedia, digital game-based language learning, mobile-assisted language learning (Chen et al, 2020) and computer-mediated communication (Klimanova, 2021). Even though mobile technology at first seemed to be like computers in terms of delivering learning content and setting up virtual learning platforms, it has become much more useful due to its increased mobility and portability, which makes it easier to come up with new learning strategies (Persson & Nouri, 2018).

In the last decade, with the widespread use of mobile technologies such as smartphones, it has started to offer various opportunities for language teaching. Accessing online dictionaries and chatting or texting in the target language are the primary language learning activities that university-level language learners use their smartphones for, as confirmed by Wrigglesworth and Harvor (2018). Smartphones are a "part of the landscape of their lives," according to university-level language learners, according to Wrigglesworth and Harvor (2018). The research makes it abundantly evident that cellphones play an essential role in the activities of language learners on a regular basis; nevertheless, there is no mention of any particular applications.

Hwang and Fu (2019) discussed language acquisition in 8 dimensions in their studies. These dimensions are vocabulary, reading, speaking, listening, writing, grammar, pronunciation, and integrated/whole language.

The ability to communicate effectively in a language relies heavily on one's vocabulary. According to Nation (2001), vocabulary is what carries the fundamental information that students need in order to understand and express themselves. Consequently, one of the most important goals of any language learning program should be to broaden the student's vocabulary (Shadiev et al., 2020).

Students could have a hard time keeping their conscious concentrate on explicit vocabulary learning for an extended period of time; hence, motivation is an extremely important factor in the process of vocabulary acquisition (Nation, 2001). Technological opportunities can be used to support this issue. For example, games can help students maintain their motivation through digital game-based vocabulary learning (Chen & Hsu,

2020; Zou et al., 2021). In addition, computer-mediated dictionaries (Chang, 2020) and online multi-media content (Hsieh, 2020) also positively affect students' vocabulary acquisition.

According to Pardede (2019), EFL learners must master reading for several reasons. Some of them related to language skills can be summarized as follows. EFL students learn English in a non-English-speaking community. Reading can compensate for their everyday interaction deficit. Reading improves other linguistic skills. It repeatedly exposes students to good sentence forms. It also helps students learn the most common and valuable terms in context. Reading helps students learn how to utilize punctuation, convey thoughts, and more (Pardede, 2019). With the increase and spread of access to technological tools, our reading habits have begun to change. Especially young people, who are considered digital natives (Prensky, 2001), prefer online reading opportunities (Subaveerapandiyan & Sinha, 2022). Many studies (Chang, 2020; Cong-Lem & Lee, 2020; Lin et al., 2020; Yang & Qian, 2020) have been carried out aiming to improve the reading skills of EFL learners with technological applications and tools.

In the field of foreign language (FL) instruction, effective oral communication is frequently seen as the pinnacle objective (Bárkányi, 2021). Because of time limits in the classroom, students practice the target language (including listening/perception and speech production) less. As a direct consequence of this, the amount and quality of feedback provided by teachers or peers is diminished (Moussalli & Cardoso, 2020). Technology has transformed speech instruction. The personal computer, internet-accessible gadgets, and computer programs have given foreign language learners more realistic materials and learning experiences. Technology disruptions are being used to aid speech in more research (Kusuma, 2022). Technological tools such as Intelligent Personal Assistants (Amazon Echo, Google Home, and Apple's HomePod) (Moussalli & Cardoso, 2020), communication applications (eTandem, Whatsapp) (Appel & Pujolà, 2021; Fang et al., 2021; Luo & Gui, 2021) and social media applications (Kusuma, 2022) are used in order to improve speaking skills.

The ability to understand the messages communicated by other speakers and to respond appropriately is what we mean when we talk about listening comprehension. When it comes to developing language abilities, listening is believed to be the most crucial component; however, it is also the most difficult to learn and teach, and it has not received as much attention as the other three: reading, writing, and speaking (Artyushina & Sheypak, 2018; Each & Suppasetseree, 2021). In order to improve one's listening abilities, it was helpful to employ resources that were based on technology (Demir & Tavil, 2021). The development of listening abilities can benefit from the use of a wide variety of technological tools. For instance, as a medium, video gives students the opportunity to make use of visual representations in order to improve their listening comprehension. Learners are encouraged to learn a language by viewing movies because the visual representations bring authenticity to real-life hearing, which is something that is absent in texts that are dependent on listening (Aldukhayel, 2021b). Students' listening comprehension improves noticeably as a direct result of listening to podcasts (Abdulrahman et al., 2018).

In English language learning, writing as one of four skills in learning the language is intricate and more components to be acquired for the complex task. In writing, students need to be skilled and creative in expressing their ideas, analyzing and organizing them, transferring and presenting them in a productive way (Harmer, 2007). Because teachers often focus on the subject matter in the way they teach, students' language needs may not always be met. A school system like this shows how important it is for students to take on the challenge of improving their language skills on their own. Thankfully, the technology that exist now, such as automated writing evaluation, have the ability to aid students in overcoming this obstacle (Saricaoglu & Bilki, 2021). When it comes to corrective feedback on writing tasks, technology-mediated environments also offer new options. These range from corrective feedback given by a human tutor through technology—some researchers look into e-feedback given by teachers, not machines, in ESL/EFL courses—to corrective feedback given by technology (Brudermann et al., 2021).

In a number of non-native English-speaking nations, English is taught as the most significant foreign language, and in some nations, the study and evaluation of English grammar are crucial components of English language courses (Lu & Chang, 2016). However, a significant number of pupils struggle, particularly with more conceptual aspects of grammar and how those notions apply to real-world situations (Abdulmajeed & Hameed, 2017; Dinçer & Polat, 2022). In addition to traditional ways, numerous technologies such as

contextual game (C. Lin et al., 2020), online quizzes (Kılıçkaya, 2022) and multimedia (Alharbi, 2019) are employed to enhance teaching quality and positively impact student performance in teaching grammar.

Effective communication will benefit from clear pronunciation. Therefore, English pronunciation, particularly a comprehension of the English phonological system, is crucial for learners of English as a second or foreign language (Dandee & Pornwiriyakit, 2022).

Although methods for learning languages that are enhanced by technology may be used extensively by language teachers, it is essential to examine how and why these tools are applied (Golshan & Tafazoli, 2014). Computer-Assisted Pronunciation Training can also offer limitless opportunities for repetition and imitation, immediate answers, and exposure to a wide variety of target language speech; it can also promote personalised, self-paced learning. One of the primary benefits of Computer-Assisted Pronunciation Training technology is the ability to provide automated feedback; the usage of speech technologies can be especially useful due to the pronunciation feedback they provide (Zeinali Nejad et al., 2021). Numerous technologies such as virtual reality (Branch et al., 2020), special app (Fouz-González, 2020; Martin, 2020) and computer-mediated communication (Zeinali Nejad et al., 2021) are used in pronunciation training.

English as a foreign (EFL) or second (ESL) language instruction has developed over the course of many years. Many different methodologies, including the grammar-translation method, the audiolingual approach, and the communicative language education approach, are utilized to instruct students in the English language (Alofi & Almalki, 2022). There are many approaches and methods in second language teaching. These are generally "Grammar Translation", "Oral approaches (Direct Method)", "Audio-lingual Approach", "Situational Approach", "Communicative Approach", "ESP Approach", "Humanistic Approaches", "Content-based instruction", "Task-based language teaching" and "Competency-based instruction"(Rao, 2020). The goals of instruction, the method of instruction chosen, and the capabilities of the technology available all influence how technology is incorporated into EFL instruction. In the study conducted by Sariani et al. (2022), for instance, WhatsApp was favored in Content-Based Instruction to increase students' writing skills. In the study, WhatsApp chat was utilized to provide immediate and effective contact between researchers and participants.

It is seen that technological tools contribute to gaining the desired skills for students in the field of EFL. In this study, a conceptual structure will be tried to be obtained by examining the role assigned to technology. In addition, answers to the following research questions will be aimed.

1. Which language skill is aimed to be gained in the studies?
2. Which research approach was preferred in the studies?
3. Who are the participants in the studies?
4. Which teaching approach and technique was used in the learning-teaching process?
5. What kind of technological tools were used in the studies?
6. What roles are assigned to technology in the studies?

METHOD

By investigating the applications of various technological tools in the classroom setting of English as a second language, the purpose of this research is to produce a conceptual framework concerning the functions of technology. When viewed through the lens of this particular setting, the research can be understood as a "conceptual paper". Conceptual papers usually propose new connections between concepts. The goal is to make logical and complete arguments about these connections instead of testing them in the real world. A conceptual model describes an entity and points out things that should be taken into account when studying it. It can be used to describe an event, an object, or a process and explain how it works by pointing out its causes, effects, and dependencies (Jaakkola, 2020).

Data Collection Process

During the course of the research, a list of publications that are primarily focused on the application of technology to language education and that are indexed by the Web of Science for their associated articles was compiled. Following that, the issues and volumes for the years 2020 and 2021 were chosen (**Figure 1**).
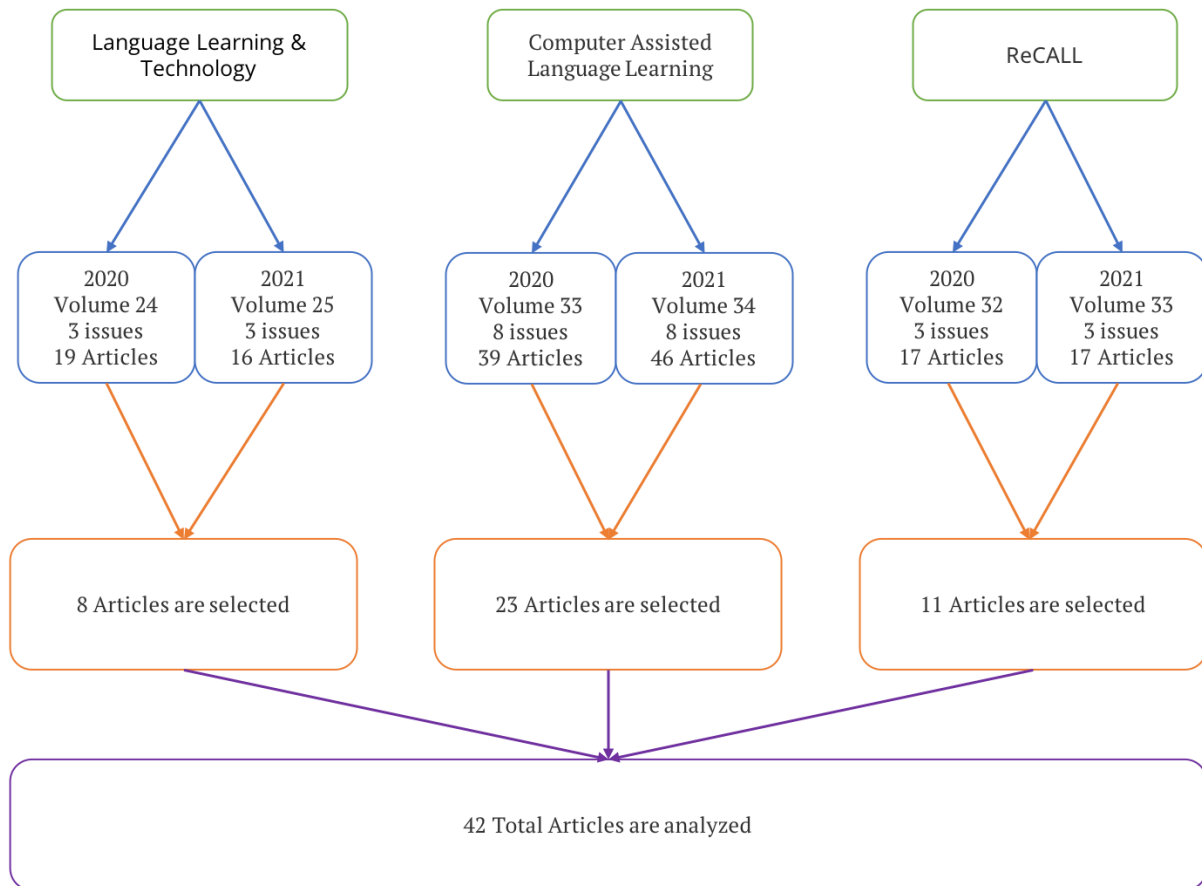
**Figure 1.** Article selection process (Source: Authors' own elaboration)

Table 1. Inclusion and exclusion criteria

Inclusion Criteria
1- It is related to the subject of teaching English as a second foreign language.
2- Using technology
3- Informing the use of technology clearly and clearly in the study.
4- Using technology for language teaching purposes
5- Learners interact with technology
Exclusion Criteria
1- Teaching a language other than English, like in Spanish, Arabic
2- Teaching English as a mother tongue
3- Editorial work
4- Systematic review or meta-analysis study
5- Uncertainty in the use of technology
6- The use of technology other than the learner, its use in teaching staff or management processes

Articles in the relevant volumes and issues were identified on the web page of each journal. "Language Learning & Technology" magazine was reviewed, and 8 articles were found to meet the criteria. 85 articles from "Computer Assisted Language Learning" were reviewed and 23 articles were found to meet the criteria. 34 articles were reviewed in "ReCALL" magazine and 11 articles were used for analysis. chosen. Article section and elimination criteria are presented in **Table 1**.

Data Analyses

The objectives of language instruction, the methods and approaches used in the study, the target audience or participants, the techniques and approaches used for instruction, the technologies used, and the roles assigned to technology were all considered in the course of this analysis of selected articles. Even though the encodings have been deciphered in some of the sub-titles, this research did not include some of those sub-titles. It was categorized in this manner since the methodology that was utilized in the research included quantitative, qualitative, and mixed method. On the other hand, in order to decide the coding in the roles that
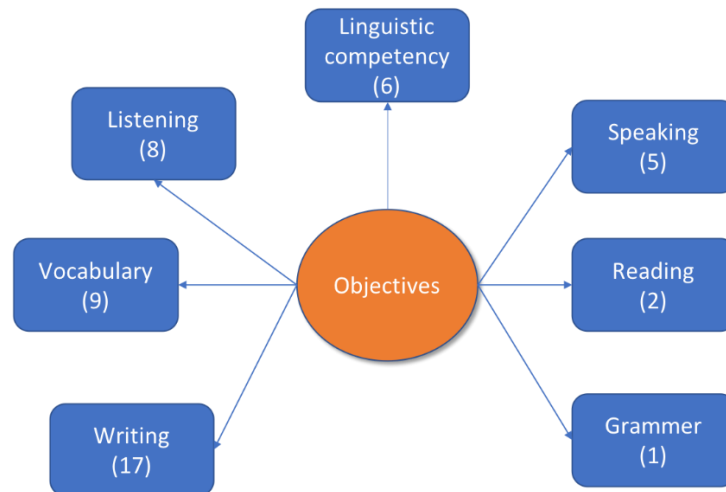
Figure 2. The classification of studies' objectives (Source: Authors' own elaboration)

were allotted to technology, codes and themes were determined based on five articles that were chosen at random. Every researcher came to the same conclusion regarding the code and the definition. As the remaining articles were analyzed, additions were made to the codes that were already established. Following the completion of the analyses, the researchers reached a consensus on all of the codes and themes.

FINDINGS

The Aim of Studies

The studies were evaluated based on the goals that they set out to accomplish. The objectives were organized into categories in accordance with the most important aspects of language acquisition. Because of the differences in the investigations, the objectives of each are distinct. For instance, one of the goals is to find out what the participants think about the teaching materials, and another is to find out how culturally aware the participants are. These are just two examples of goals that are included in the list. The sub-skills of language proficiency were investigated in this study to determine which ones should be prioritized for improvement.

As it is indicated in **Figure 2**, writing skill comes first among the skills that are thought to be developed using technology. For instance, in the research carried out by Lee et al. (2020), the question "In what ways did MT influence EFL students' English writing?" is presented as a research question. In another study (Saricaoglu & Bilki, 2021), to what extent students' voluntary use of Criterion increase the accuracy of their writing is stated as the research question. Then it was aimed to teach vocabulary. The ability to learn new words through Pokemon go was determined as the aim of the study (Wu, 2021). In 8 studies, the development of listening skills was concerned. As stated in the research question "Do L2 captions or L1 captions result in better listening comprehension of vlogs for Arab EFL learners?", listening comprehension is prioritized (Aldukhayel, 2021a). Six studies focused on linguistic competency in general rather than specific skills. The focus is on language skill as a whole, rather than on a specific skill, with the goal of "Discover the ways in which participants use the possibilities provided through their smartphones to support their communicative task engagement and language learning" (Wrigglesworth, 2020). In 5 of the studies, speaking skill was focused on. In the study (Chen, 2020), "Does pre-task planning make a difference in EFL learners' oral performance as measured by complexity and accuracy in a task-based class conducted in SL?" was determined as the research question. While reading skill was prioritized in 2 studies (Chang, 2020; Cong-Lem & Lee, 2020), grammar teaching was emphasized in 1 study (Fang et al., 2021).

Method and Approach

The methods and approaches that were utilized in the studies came under scrutiny. The first thing that was done was to determine if qualitative, quantitative, or mixed research methodologies will be used. In a sub-step, the approaches expressed in the studies were determined (**Figure 3**).
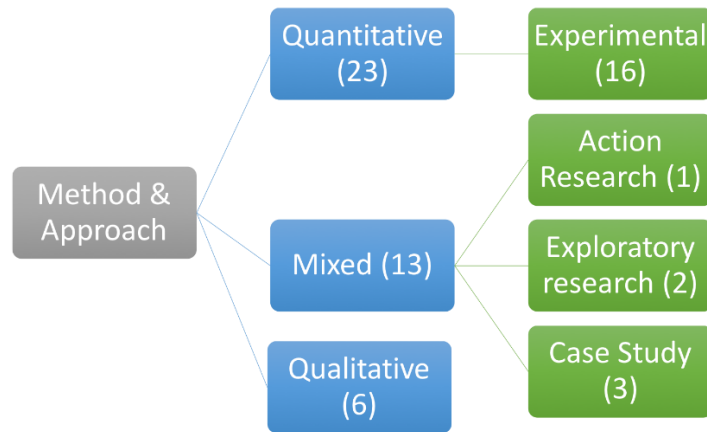
Figure 3. Methods and approaches in the studies (Source: Authors' own elaboration)


Figure 4. Participants distribution (Source: Authors' own elaboration)

In the studies, 23 of them used the quantitative method, 13 used a mix of quantitative and qualitative methods, and 6 used qualitative methods. In 16 of the quantitative studies (Alemi & Haeri, 2020; Fouz-González, 2020; Kam et al., 2020), the experimental method was used. In the studies that used the qualitative method, there was no specific design. Three of the studies in mixed-method studies were case studies (Abe, 2021; Y. C. Hsieh, 2019; Knight et al., 2020), and two of the studies were called "exploratory studies" (Andujar & Salaberri-Ramiro, 2021; Lai & Chang, 2020). One study was set up as a piece of action research (Saricaoglu & Bilki, 2021).

Participants

In most of the studies, university students were chosen as the sample group. For example, the participants who took part in the study (Abe, 2019) were Japanese students of English at a four-year university in Japan. There was a total of 28 students who took part, 13 men and 15 women between the ages of 18 and 20. In another study, sixty-six non-English majors enrolling at a Taiwanese national university participated (H. J. H. Chen & Hsu, 2020). Participants included 66 undergraduate EFL students, 56 men and 10 females between the ages of 18 and 20 enrolled in general English classes at a Taiwanese vocational institution (Fang et al., 2021). Then it comes to the studies done with adults (Chen, 2020; Knight et al., 2020) and preschool (Alemi & Haeri, 2020; Wong & Samudra, 2021) and middle school (Lee, 2020; Tan et al., 2020). At least it was done with high school (Selcuk et al., 2021) and elementary school (Shadiev et al., 2020) groups (**Figure 4**).
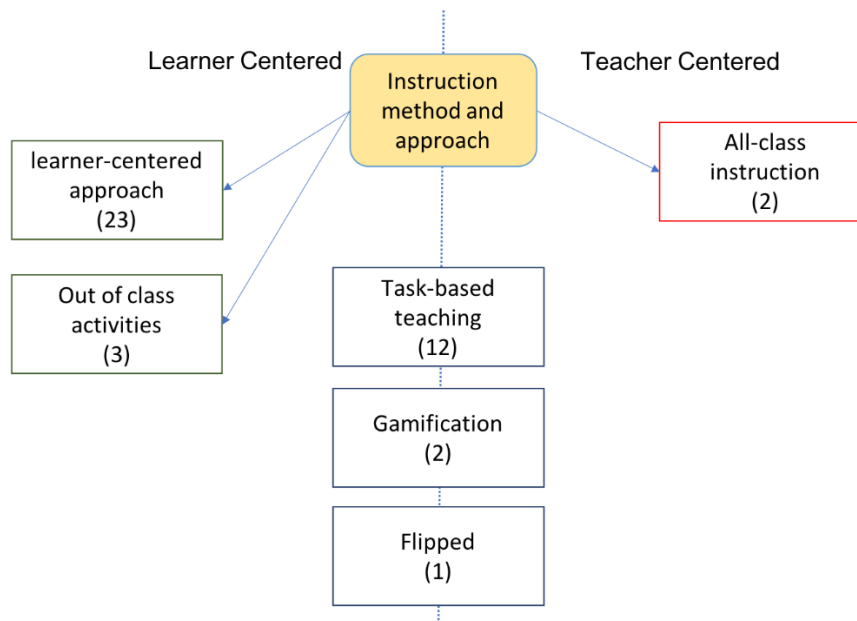
Figure 5. Instruction method and approach (Source: Authors' own elaboration)

Instruction Method and Approach

The teaching approaches used in the studies were examined. As expressed in **Figure 5**, priority studies were taken into account, as well as their compatibility with the learner or teacher-centered structure and transition.

The most commonly used approach in the study is a direct learner-centered approach. "One of the primary goals during this research was to maintain the naturalness of both surroundings so as not to compromise the results gained during the data collection process. Thus, students were not forced to utilize each chat environment synchronously or asynchronously, but rather in the manner in which they employ them on a regular basis." Andujar and Salaberri-Ramiro (2021) stated that a learner-centered instructional strategy was favored. Also, in most of these approaches, the self-study work of the learner is foreseen. "The System could detect the writing ideas of a learner's text and match it with its corpus, and then give immediate and personalized writing feedback by highlighting the relevant words, clauses, and sentences in the text for the purpose of re-organizing the ideas" (Lee, 2020). As implied by the word, the application "Essay critiquing system" was utilized in the investigation. The technique was recognized as self-study because it provided students with individual feedback. Another prominent study was the task-based teaching approach. The study (Canals, 2020) was conducted at a fully online university EFL course that offers task-based language instruction. This approach has featured in both groups teacher-centered and learner-centered. All-class instruction, which we can consider only teacher-centered, was preferred in two studies (Alemi & Haeri, 2020; Andujar, 2020). The majority of studies can be considered learner centered.

Technological Tools

Many different technological tools were used in the studies. For example, in Lai and Chang (2020), Yahoo! Kimo Bilingual Dictionary is used. In some studies, special platforms such as feedback report for writing were used. It was used "Criterion" that is an online tool that provides students with multiple writing-specific elements, such as planning, holistic scores, trait-specific comments on various types of errors, limitless revision and resubmission chances, and peer and instructor feedback options (Saricaoglu & Bilki, 2021). In study (Lee, 2020), automated content feedback program—Essay Critiquing System 2.0. has used. Another tool has been multimedia platforms such as YouTube (Aldukhayel, 2021a; Chen, 2019), TED Talk video (Kam et al., 2020; Lee, 2020), and EnglishCentral (Tan et al., 2020). LMSs such as moodle (Gu et al., 2020) are preferred. In one study (Alemi & Haeri, 2020), a robot with text-to-speech feature was used. In some studies, mobile applications such as WhatsApp (Andujar, 2020; Andujar & Salaberri-Ramiro, 2021) and KakaoTalk (Wrigglesworth, 2020), audioconferencing (Knight et al., 2020) were preferred for communication. The game
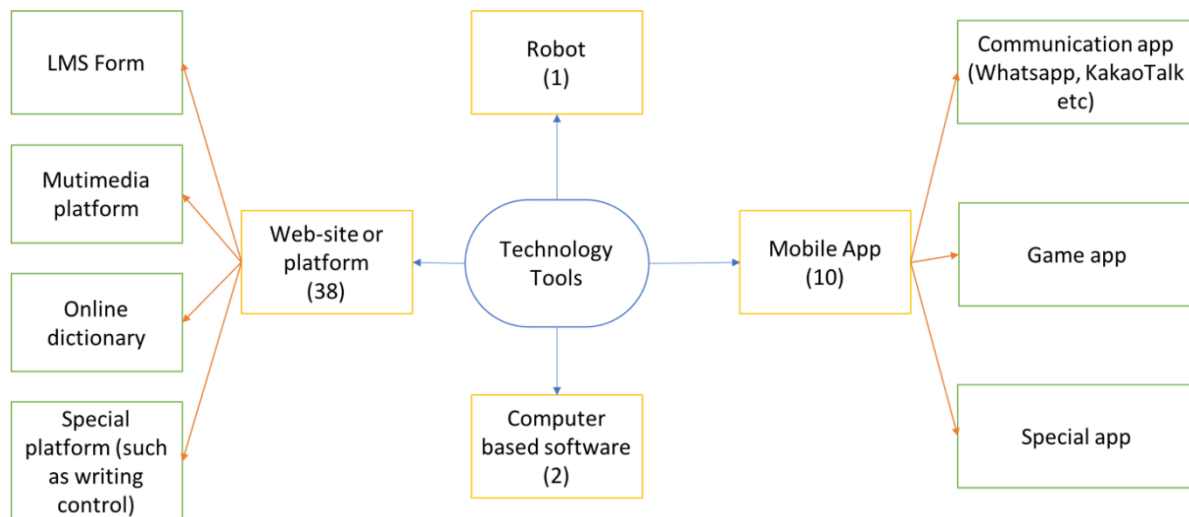
Figure 6. Classification of technological tools (Source: Authors' own elaboration)

named "Playing History" (Chen & Hsu, 2020) and "Pokémon Go" (Wu, 2021) were used to serve objectives of the studies. Also, special apps such as LBA (Lee & Park, 2020) and EFP (Fouz-González, 2020) were preferred (**Figure 6**).

Technology Role

The technologies used to teach English as a second language were put into groups based on what they were meant to do. In the study, there is a question about how technology can be used as a direct teaching tool. In these studies, it is expected that the tool will be used directly by the students to help them learn the language skill that is being studied. In some studies, it is planned for students to use tech tools on their own. For example, in Chen and Hsu (2020), the game app was used to help each learner improve his or her vocabulary. In Ma (2020), technology is used both as a direct way to teach and as a way for students to work together. There are further studies that demonstrate how the role of feedback can be expanded by incorporating various technological tools into the instructional setting. For instance, the "Criterion" platform, which was utilized in the research conducted by Saricaoglu and Bilki (2021), is appropriate for this function. When a finished piece of writing is uploaded to the Criterion system, the user is given immediate feedback on the quality of the writing. Communication was accomplished with the assistance of a few of the technologies deployed. Learners participated in discussions within a Google+ (G+) community that was used as the communication space for the entire group throughout this time period. They also met online three times in pairs to participate in oral interaction exercises that were video recorded (Canals, 2020). This research shows that technology does not play a function in the instruction of students; rather, it simply plays a part in the communication amongst students. One of the significant contributions that technology is credited with making is the facilitation of collaborative learning among students. The foundation for web-based projects was laid with the help of Quip, a program that allows users to modify documents online. Quip's homepage is broken up into two distinct sections: the first is a chatroom, and the second is a document. The chatroom is available for use in the sharing and discussion of ideas and opinions. Both synchronously and asynchronously, messages can be passed back and forth between participants. Not only is there a facility for chatting, but also, anytime a member of the group makes a modification to the document that is being edited, that change is automatically saved, and a record of the edits that were made appears in the space that is designated for the chatroom (Abe, 2021). In this particular investigation, the roles of communication and cooperation offered by technology were both put to good use. In addition, in the research that was carried out by Yamashita (2021), the phrase "Learners worked on the treatment tasks in pairs in Google Docs™" was used to facilitate an inter-participant collaboration that was made possible by technology.

DISCUSSION

The studies were evaluated based on the goals that they set out to accomplish. The objectives were organized into categories in accordance with the most important aspects of language acquisition. Because of the differences in the investigations, the objectives of each are distinct. For instance, one of the goals is to find out what the participants think about the teaching materials, and another is to find out how culturally aware the participants are. These are just two examples of goals that are included in the list. The sub-skills of language proficiency were investigated in this study to determine which ones should be prioritized for improvement.

The studies were judged based on the goals they set out to reach. The goals are broken up into groups based on the most important parts of learning a language. Researchers think that technology can help them get better at writing more than any other skill. Then, the goal was to teach vocabulary and how to listen. Six studies looked at language skills in general instead of specific ones. Another review study found that reading, listening, writing, and speaking were all given equal weight in the 17 studies that were selected for analysis. This was done as part of the investigation of basic language abilities (Peng et al., 2021). The studies will have a deeper level of meaning if they are directed toward the growth of a specific language skills in addition to the development of all skills.

The methodologies and procedures adopted in the studies were scrutinized. First, it was determined if qualitative, quantitative, or mixed research approaches would be employed. In a sub-step, the research-based approaches were selected. The majority of research employed quantitative methods, while 13 employed a mixed - method approach, and 6 employed qualitative methods. In 16 quantitative research, the experimental methodology was employed. Persson and Nouri (2018) revealed that mobile applications were mostly preferred as quasi-experimental design in their review study. As an approach, it was determined that the quantitative approach was preferred. The preference of quantitative approaches and experimental/quasi-experimental studies as design may be preferred to determine the effectiveness of the application in technology application development stages. In a systematic review on Autonomy CALL by Kalyaniwala and Ciekanski (2021), how much mixed method was preferred in the studies conducted between 1997 and 2020.

In the majority of studies, college students served as the sample group. Then follows research conducted with adults, preschoolers, and middle schoolers. At least middle school and high school students participated. According to the findings of the studies Kalyaniwala and Ciekanski (2021) and Persson and Nouri (2018) done on other studies, the majority of the research was conducted with student groups attending institutions of higher education. Because most researchers are employed at academic institutions, they likely have favored research groups that are convenient for them to join.

The study's instructional strategies were examined. Priority studies and their compliance with the learner-centered or teacher-centered structure and transition were considered. The strategy utilized most frequently in the study is a direct learner-centered approach. Another significant study was the task-based teaching methodology. In two studies, whole-class education, which can only be considered teacher-centered, was favored. The majority of research can be characterized as learner centered. Task-based learning and communicative language learning approaches were proven to be the most frequent teaching approaches that teachers adopted for classroom instruction, as shown by the research conducted by Ningsih et al. (2022).

In the course of the research, a wide variety of technological instruments were utilized. Certain research made use of specialized platforms, such as feedback reports for writing, to evaluate the participants' writing. Other useful resources include included multimedia websites and platforms such as YouTube, EnglishCentral, and TED Talk videos. The use of LMSs such as moodle is recommended. One of the studies made use of a robot that has the ability to convert text into speech. According to the results of various research, the most popular forms of communication include mobile applications like WhatsApp and KakaoTalk, as well as audioconferencing. The game and the specialized apps garnered the most favor. In Persson and Nouri (2018), technological tools such as educational applications, e-book reader and facebook were used.

Based on what they were meant to do, the technologies used to teach English as a second language were put into groups. In the study, there is a question about how technology can be used directly as a teaching tool. In these studies, the students are expected to use the tool directly to help them learn the language skill

that is being studied. In some studies, students are expected to use technology tools on their own. There are more studies that show how different technological tools can be used in the classroom to help feedback play a bigger role. With the help of some of the technologies used, people were able to talk to each other. Learners took part in discussions within a Google+ (G+) community, which was used by the whole group as a place to talk during this time. One of the most important things that people say technology has done is make it easier for students to learn together. In this particular investigation, technology was used to help students talk to each other and work together. In Peng et al. (2021), mobile devices, mobile apps, and mobile platforms were classified into categories. In the study, it is stated that the systems basically have a role in helping students in learning English.

CONCLUSION

It is seen that technological tools contribute to gaining the desired skills for students in the field of EFL. In this study, a conceptual structure will be attempted by examining the role assigned to technology. In conclusion, writing skills and vocabulary come first among the skills that are thought to be developed using technology. The majority of research employed quantitative methods, then a mixed-methods approach. In the majority of studies, college students served as the sample group. The most commonly used approaches in the study were a learner-centered approach and task-based teaching. Websites or platforms are mostly selected to develop linguistic skills. Mobile applications are in second order. Although technological tools are used directly as a teaching tool individually or in groups, their use as a communication tool among learners and between teacher and student, and cooperation among students come to the fore.

The limitation of the study is that it covers the articles published in the mentioned three journals and the years 2020-2021. There are other studies that make a valuable contribution to the use of technology in the field of EFL. Future researchers can investigate the level of correlation between technology roles and student achievement.

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