

## **The Role of Technology in Enhancing Teaching English as a Second Language (TESL) Outcomes in Jordan**

Dr. Shafiq Banat

Associated professor /faculty of Arts

Jerash University

Jordan

### **1. Introduction**

This essay explores theories that address the use of technology in EFL/ESL classrooms in Arab countries, with a focus on Jordan. In a world where technology is becoming increasingly prevalent in education, including digital platforms, mobile learning, virtual reality, and artificial intelligence, this essay questions the role of technology in supplementing teaching and learning outcomes in TESL curriculum. (Malkawi et al.2023)

The argument presented here examines the impact of various forms of digital technology use in English classrooms in Jordan. This analysis could be beneficial to policy makers, curriculum developers, multinational and international schools, philanthropists, researchers, practitioners, and students interested in pursuing an English Language Teacher Education program in Jordan. The essay provides a context for TESL in Jordan, including Arabicization, Roland Furths, Exploratory Practice, and Communicative Language Teaching. While the essay may appeal to many people, the primary audience for this essay is entry-level RA/MA and pre-service researchers from or interested in Jordan. (Almuhausen et al., 2020)

English is taught as one of the major subjects in schools, universities, and language institutes. There are various types of schools, each with different policies, student classifications, and strategic aims. These include National Schools, Private Schools, International Schools, Centers, University Departments, and non-profit and for-profit organizations. According to Roth and Verfiel or Wagner (2008), as cited in Kabilan et al., a pedagogy refers to an approach and an assignment. In Jordan, the Ministry of Education supports the teaching of English as a Foreign Language (EFL). The medium of instruction in some schools is a combination of Arabic and English, while in Private Schools and International Schools, where students are classified as middle class and higher class, English is taught as a second language (ESL) and the

adopted pedagogy is Communicative Language Teaching (CLT). (Mashoor & Abdullah2020)

## 1.1. Background of Teaching English as a Second Language (TESL) in Jordan

### 1.1. Background of Teaching English as a Second Language (TESL) in Jordan

Tens of years have passed since the time when Arabic was adopted as the mother tongue for Jordanians. Instead of communicating only within the boundaries of the Arab World, the learning of the English language has played a responsibility, opening doors to the positive assimilation of technological, scientific, and cultural aspects of non-Arab societies. Initially, English came to Jordan through a type of colonialism, but it has become a significant force in the modernization and internationalization of Jordanians and of the country itself. The people of Jordan have perhaps been more successful in their language learning than others in the region due to their intense desire to integrate into the international community. (Almuhausen et al., 2020)

In Jordan, Arabic is crucial but insufficient for the growth of any economy in these days of globalization. The most desirable learning horizon for every Jordanian, perhaps even better than English, is, of course, their mother language, Arabic, and the ability to code-switch and reclaim via forums, journals, and media for increasing one's competences intercultural, communicative, and pragmatic. With English, one of the most well-known and widely used techniques is in using it to transform the classroom into a mediator to link both local events and ones on the global stage. This definitely denotes the power of English; it is not only a secondary import language with no socio-cultural status but a research language as well. Arabic is a rich language and can perform many additional functions in the ELT context, like showing the derivation between English and Arabic words, explaining idioms or similarities and so forth. But the fact of the matter is that English plays a more important role overall than just as a traffic language, and through the help of technology, it can be spread more easily. (Ishihara & Prado, 2021)

## 1.2. Significance of Technology in Education

Educational technology includes not only the applications of technology in the educational process or learning, but also the study of technology to teach and how it can be used to facilitate such learning. With the advancement in technology and the shift to a knowledge and information-based society, technology has become an important and integral part of the learning process. The use of technology in the teaching and learning process has been shown to contribute to better learning and teaching outcomes. The results of some studies indicated that the use of multimedia and ICT in the teaching/learning process led to the enhancement of learning

outcomes in different fields, including mathematics, science, social studies, natural science, Islamic education, language, and sports. (Solikhah2023)

Applying technology in teaching English as a second language (TESL) field, "the proper use of technology" would help in improving the quality of teaching and learning outcomes, particularly in a context with limited resources for instruction. Also, English language teachers in Jordan supported the idea that technology could help learners to practice different language skills inside and/or outside the classroom effectively. This finding is supported by the recent research results of Fryer and Carpenter, who also argued that technology improved learning environments and outcomes. TESL teachers cannot ignore the role of technology and language learning instruction in this modern digital era. Technology has the potential for opening up opportunities to improve language learning inside the classroom and beyond. Open and distance educational resources equipped with CALL, Mobile-assisted language learning, and wireless resources, technologies can offer learners choices that standard classrooms cannot. (Waluyo, 2020)

## 2. Overview of Teaching English as a Second Language (TESL) in Jordan

Teaching English in Jordan is an essential part of education in both government schools and universities. Furthermore, government schools are divided into ten categories, including seven different grades from the first grade to the twelfth grade with various education levels and spoken dialects. There are historically many unfavorable factors facing English teachers, such as large class size, inadequate material resources, lack of understanding of the language itself and how to teach it, growing numbers of students with special needs mainstreamed into the regular classroom, particularly in the midst of the Syrian crisis, pressing demands for standardized tests. Furthermore, in many schools, students are forbidden to use translators in the classroom because it is considered cheating. (Al-Sharah et al.2021)

In some schools, girls and boys are not allowed to interact. Some teachers are newcomers to providing teaching the English language in the classroom but have yet to receive job training due to the pandemic. On the side of Jordan's learners, recent research reports have stated that urban teachers' increased level of pragmatics, as part of their overseas studies, hurt the teaching of English locally. Nevertheless, new criteria have been issued by the government's educational policy that considers the quality of the English language taught next to the grades of prospective teachers. In this regard, technology can play a significant part in

providing various modes of teaching and resources that attract learners to English language learning. (Sanchez-Hernandez & Martinez-Flor2022)

## 2.1. Current Challenges and Opportunities

### Introduction

Teaching English as a second language is crucial for job opportunities, especially in Jordan, which does not have many natural resources and depends on workers (teachers, technicians, engineers, doctors, etc.) who know English. Discrimination between man and man is wholly unjust and complete injustice, where a person is not given freedom to make choices because he does not have the basic methods of international communication, has honed the skills of mastering the international language, and has the ability to speak and write English properly. Thus, we have to teach Jordanian students English as a compulsory subject from the beginning of their formal education. The teaching of English in Jordan has seen significant changes over the years, and many studies have been conducted to investigate the major problems of English language teaching and learning in Jordan. Moreover, more and more researchers are trying to identify and measure the effectiveness of the technological teaching models used in teaching the English language in Jordan, as this will help in improving the English level of students and thus help teachers and the government to achieve their ambitious goals. (Orosz et al.2021)

### Current challenges and opportunities

The Kingdom of Jordan has a relatively high mobile to cellular subscription rate, annual growth in mobile cellular subscriptions, and an increase in ICT development, population covered by at least 3G mobile broadband, and finally, a surge in active health subscriptions as well as fixed broadband subscriptions. All of these are great news; however, despite that, the general opinion is that the level of English language demonstrated by the graduates of the Department of English is poor. Other learners also can reach the secondary level unable to demonstrate any communicative competence in English, deeming the effort of teaching them expensive yet unrewarding. While computer-assisted language learning (CALL) has some strong believers in it in Jordan, calling for the introduction of technology into the language classroom as early as necessary, it still faces another group of critics who see it as serving the privileged social class only, not members of the rural areas. So, until such a divide is bridged, those preferring technology be brought into the classroom seem to be settling for using technology to enrich language programs rather than in classroom settings. (Ameen, 2023)

### 3. Integration of Technology in TESL

Given the calls for change, educational sectors and professionals are increasingly aware that technology in second language learning (SLL) has become a necessity with promising results. Blin and Munro (2008, as cited in Osman, 2016:3) stated that technology is changing language practices and language learning in unprecedented ways. Alshammari (2017) also stated that the use of technology in teaching and learning has been found to be an effective learning tool that can aid and enhance teaching and learning, especially with English as a second language (ESL) students. Implementing technology with second language (L2) learners may enhance, stimulate, and maintain their interests in the lesson and language learning. Aylah et al. (2018) also added that using technology in TESL enhances teacher-student interaction by facilitating effective lesson delivery and making learning accessible to everyone. Elsewhere, it was argued that technology use presents opportunities for teachers to develop their skills, students, and curriculum content. (Yeung et al., 2023)

The literature of technology in teaching English is dominated by smart classrooms. Lo and Huang (2018) have emphasized the importance of implementing a smart EFL classroom, arguing that ELT should prepare students to keep pace with technology change. Likewise, in the broad field of education, we hardly witness literature discussing technology in EFL lessons. A large number of articles discuss using technology in learning English (viewed from a learning standpoint, while our study investigates this integration from a teaching standpoint), CALL, MALL, Online, ICT, or web 2.0. Literature which has addressed the challenges and opportunities of using technology in teaching language is limited. Technology has altered the way of distribution of the English language, and these changes have to be considered when teaching EFL. The English language will be more accessible than before, more common, and thus "globally spoken" with more non-native speakers than native speakers. The integration of technology has also impacted not only TESL alone but is extended to provide effective learning irrespective of the age group of the learners. (Cebrián et al., 2020)

#### 3.1. Types of Technology Used in TESL

##### 3.1. Types of technology used in TESL.

One influential way in which the internet has changed the way that a second language is learned and taught is through the increased use of technology in TESL. While both teacher generations have made extensive use of computers and smartphone applications, some evidence indicates that the two generations are using different types of technology. That is, TESL teachers of older generations are

more likely to use software, which includes word processing, e-mail, chat, and Virtual Learning Environment (VLE). More recently, however, TESL teachers working with mobile learners in places like Jordan tend to use web-based technology. (Obeiah2021)

There are numerous examples of how the internet influences teaching and learning at different levels in Jordan. In practice, research in Jordan has emphasized that technology is mostly adopted as "complementary" to classroom materials rather than as a substitute. In other words, technology may be used for learners to improve reading, writing, interpreting, and speaking. TESL nature in Jordan also emphasizes that many Jordanian university teachers use technology to supplement their students with listening activities. Interestingly, it is usually implemented using web-based activities rather than software. In this section, the different and various types of technology in TESL are reviewed, and recommendations on which types can best suit are provided. It then makes some general suggestions about how technology can be chosen to match the purpose for which it will be used. (Abbas2021)

#### 4. Benefits of Using Technology in TESL

Learning a new language is one of the most difficult tasks learners have to face, especially if the language is English. To mitigate some of the difficulties normally associated with learning a new language, it is a good practice to exploit opportunities inherent in using current technology tools while teaching English as a foreign language. Using technology to enhance language teaching and learning brings about many benefits which can be defined and presented as distinctive direct and indirect benefits. (Ying et al., 2021)

Direct benefits of using technology are multifaceted and may include enhancement of listening ability and providing multiple opportunities for language interaction. In addition, technology resources can help to make the language classroom more enjoyable and fun by providing students with an additional alternative in choosing how to learn and in what kind of learning materials to use. Furthermore, technology resources such as interaction and communication tools provide dynamic learning environments. (Shadiev & Yang, 2020)

On the other hand, technology also offers learners other indirect benefits including the development of a constructive attitude towards learning the foreign language, and the acquiring positive learning habits as they begin to take more responsibility and control of their own learning. Positive language learning attitudes can be acquired as students use their learning interests as a driving force and motivation for choice of learning. Given these benefits, due care must be taken to ensure that



students' technological proficiency and ethical considerations are in place before any technology resources are used for TESL. (Wei, 2022)

From this view and taking into account the benefits that English language learners can acquire by means of technology resources, it is appropriate to talk about technology teacher training courses that aim at enhancing TESL. TESL in the above sense includes but is not limited to language rules and practices taught in middle and high schools. (Alotaibi, 2020)

#### 4.1. Enhanced Language Learning Opportunities

Today, English as a foreign language provides numerous opportunities for global travel, work, and education. As the language of modern technology, it is of prime importance for the pursuit of the acquisition of modern technologies. In the process of personal growth and professional development, English serves as an international passport to the world. However, the language learning process may be terrifying and monotonous for learners due to the teacher-centered classroom environment. The instructor is considered as the dominant source of language, and the learner's role is fairly passive, where the opportunity to speak English is minimal. In such a circumstance, the introduction of modern technologies becomes one of the most important tools that can significantly enhance language teaching and grab students' attention. Additionally, technology offers access to different resources. The ways in which new technologies can be used to teach the skills of reading, writing, speaking, listening, vocabulary, grammar, and culture are explored. The purpose of this section is to show how technology gives students the opportunity to improve upon the English language learning process that is being offered in the classrooms in Jordan. (Selvi et al., 2023)

Technology offers natural surroundings that can offer an opportunity for students to use the language in a realistic setting. This is important in a country like Jordan where the students neither hear the language outside the school nor have the opportunity to communicate with English native speakers. Video conferences, wikis, podcasts, emails, etc. offer contexts through a collaborative dialogue where students can generate a rich flow of language. In many instances, language is learned incidentally when students chat and talk with buddies on the submission of articles, discussions, exams, quizzes, and interpretations. Additionally, in an online environment, the instructor can post a PowerPoint presentation. Then, he/she can ask the students their opinions about a certain point, and each point will be elaborated on by the students using their own words in a difficulty-approaching manner at their own levels. They use the words that fit their oral and linguistic abilities and give detailed information when writing in a social constructivist

interaction. They would also activate their previous knowledge based on their real-life experiences. It is important to introduce material that is intriguing for students or amazed and offers them with an enriched surrounding where they assume the role of the user. (Bin-Hady & Al-Tamimi2021)

## 5. Barriers to Technology Integration in TESL

Despite the enthusiasm for technology integration strategies, there are considerable hurdles that must be overcome. These issues are of particular significance in Jordan. The absence of enacted policies and standards governing the integration of technology in TESL is a salient difficulty. Various pressing barriers and challenges affect the proper and effective utilization of technology in TESL, and they are interconnected. (Qaddumi et al.2023)

In this section, the barriers can be characterized as external as they are predominantly outside of the teachers' grasp, including the lack of internet infrastructure and its unreliability. The considerable number of nonnative English-speaking teachers who are teaching English as a foreign language is a further barrier, although new teachers can be trained by giving them adequate practical and theoretical assistance. The participants see training as a source of professional growth. Constraints which teachers have either limited or no power to change are also known as external barriers. When it comes to the limited resources, e.g. hardware and software, the instructors can just do what they can with what they have instead of waiting for them. Infrastructure is a concern that is out of the teachers' or decision-makers' control, and this issue can have both physical and psychological effects. Because the internet is not accessible in all parts of the country, the outdatedness of infrastructures is a constraint as well. So, on the one hand, if there is no internet connection – e.g. in some rural settings – ICT devices like computers and interactive whiteboards can only serve as assets for non-interactive use, while other schools are using the internet. On the other hand, from a psychological perspective, since the decision already existed to utilize technology in language classrooms, the inability of the school to provide reliable internet connectivity has left some teachers unsatisfied. (Malkawi et al.2023)

### 5.1. Infrastructure and Access Issues

While facilities are increasing, several infrastructure issues still pose a challenge. For example, access to educational technology equipment, already a challenge, can provide a barrier for institutions seeking to continue integrating technology into their EFL programs. The internet, software, and hardware also present a problem, as teachers and students may need to update their systems to run the new programs, and security could present a problem because the technology of some of



the new software is not compatible with current firewalls. Printers are available, but it may be a while until "the write-and-print-at-home" culture will take place at JUST. A good strategy to counter printers' inaccessibility is to have students store their work electronically until it is time to turn it in. Another strategy is to start eschewing printed handouts in favor of electronic handouts. (Smadi et al.2020)

Language departments in Jordan have also been given many computers so that courses can be offered to a large number of students, and, not surprisingly, the availability of computers for teaching, whether in a connected or a designated language lab, is different in each institution. At Jordan University of Science and Technology (JUST), home of the largest TESL program in the echo of literacy in a language other than the mother tongue is needed for many of the related problems and opportunities they pose. Within the language profession, a new area of specialization has been developed which focuses on the pedagogy - the teaching as well as the learning - of literacy in contexts where the written language of wider communication (a second or foreign language) must be added to an existing language or languages. (Almuhaisen et al., 2020)

## 6. Best Practices for Effective Integration of Technology in TESL

Perhaps the most crucial question almost all EFL teachers are still asking themselves nowadays is not whether or not to integrate technology in TESL—where this is becoming infeasible—but how to use that technology optimally. As Eubank and Cegielski acknowledge, "after a year of remote learning, online classrooms are here to stay", and they envisaged that "hybridized" language classrooms may be increasingly omnipresent in the future. From a methodological standpoint, Binesh adds that, as "many researchers have shown an interest in employing digital technologies in the field of language learning", it is paramount to make certain that the technology employed is "meaningful" and "suitably implemented within the learning process". (Slim, 2021)

Attempting to offer practical advice on the best practices for how technology can effectively be added into TESL, it is primarily worth saying: novices should bear in mind that "technology alone cannot change teaching and learning processes". Furthermore, there should be a focus on developing teachers professionally and enhancing teacher-training programs in order to ensure that fewer contact hours and less didactic teaching occur, while at the same time there is a notable increase in the usage of learner-centred teaching techniques, cooperative learning, correct language being modelled by the teacher, and teaching language skills comprehensively. Teachers also need to be trained so as to understand how to

incorporate the technical and digital aspects of their subject field into teaching contexts in a manner which is both accessible and affordable, while they are coexisting in an environment comprised of learners who are both technologically advanced and their peers who are not.

### 6.1. Professional Development for Teachers

One essential component of introducing technological tools at language centres and institutions of higher education is to prepare teachers to work effectively with such tools. Appropriate in-service training programs must be provided to sensitize instructors and trainers to theoretical rationales for engaging learners in their task and provide them with the knowledge necessary to become acquainted with technological resources. It also becomes apparent from research that as teachers became more experienced with using computer technology, they were likely to become more open-minded, develop a better awareness of the potential offered by CALL, become more confident in their use of multimedia, and replace previous negative beliefs with the belief that computer technology would be advantageous in their teaching and the learning process of students. Such teachers also were shown to integrate CALL in more creative ways to achieve specific program objectives. (Guggemos & Seufert, 2021)

Educational institutions in Jordan usually have no computer courses for non-computer major students. Therefore, the educational responsibility of introducing computer skills to such students falls on the faculty/academic staff of the institution. It is widely believed that the introduction of technology in educational institutions in Jordan should initially target academic staff, instructors, teaching assistants, and technical support staff, provided this will equip students with computer skills. Language instructors often possess limited computer skills, and they have not yet been exposed to professional development workshops to acquire such technological skills. Even when some academic staff or instructors attend workshops on the use of CALL, they encounter difficulties in finding support, especially in public sector institutions. In-service training programs, seminars, and a framework for technological support for faculty are lacking in the majority of higher educational institutions in Jordan. Theme 6: Looking Ahead: Going Digital and Use of ICT for Language Teaching and Learning. Technology in enhancing TESL outcomes. 6.3: Incentives for change. Phase directly. When a place did not have a direct replacement, it was placed alongside the most relevant theme. As a result, some phases could appear in more than one place, although this was not common. It was noticed that there was a consensus of where the phases best fitted under which theme in the first and second rounds, rather than in the third round, which did not provide a consensus view on themes and phases under them. (Alshahrani, 2022)

## 7. Case Studies and Examples

Case studies and examples:

Jeff Miglawi presented a case study of using WhatsApp in the Khaleeji classroom in his paper, challenging the aura of skepticism that hovers around the integration of mobile technology in the Arabic language teaching classroom.

Blake Oxford described her experience of teaching and conducting practitioner inquiry for a group of Foreign Service Institute (FRS) English, Spanish, and Arabic language teachers who teach in Arabic speaking countries. After describing the needs analysis she conducted to identify technology use, she shared the kinds of projects and reflections that resulted from this experience. (McLellan et al.2021)

Diane Schmitt likens downloading applications (apps) to purchasing new supplies in a teacher's room. There are many tools and supplies available and some of them are not what we need while others can make our work easier or more interesting. Similarly, teachers need applications that address their learners' needs and aid them in the teaching of the skills the learners want to improve. (Kassim & Said2020)

We often have difficulty in finding applications that are directly applicable to what we are determined to do with our students or to the unique situations in which we find ourselves. In fact, technology has much to offer language learners and much of it can be gained through the use of apps. Schmitt's current research project examines how ESL teachers choose applications to use with mixed proficiency groups of refugees and newcomers when there are so many to choose from, all of which profess to be based on the latest L2 learning theory. (Bin-Hady & Al-Tamimi2021)

With many teachers being asked to integrate technology into their classroom instruction, practical data from classroom teacher filtered through teacher researchers offer administrators and policymakers insight into the possibilities, benefits, and challenges that schools, university, and ministry based language institutes face. Schmitt argues that working with teachers and adult learners at the same time will promote the open sharing of classroom practice and help all language educators to refine their skills. (Taghizadeh & Hasani2020)

### 7.1. Successful Implementation of Technology in TESL Programs

This detailed discussion of the computer-integrated programs at Taif University, Saudi Arabia usefully diverges to note that the same technology used in face-to-face teaching has also been efficiently used in extension education and in separate, strictly distance learning programs. This longitudinal history at Taif University of

the successive introduction of computer and Internet technology to the educational situation in TESL indicates that technology can be imposed on a situation and the educational organizations must find ways to cope with and to use the technology. The history describes five different stages that are similar to phases described earlier in this article, leading to a "Teaching Program for the Digital Community." The implication here is that similar approaches to the integration of technology in a second language collaboration and pedagogy curriculum might also result in similar successful outcomes. Although this IT was used on an upper intermediate OU degree marketing course in Cairo, I chose not to focus on it as a successful use of IT for three reasons. (Shami, 2024)

First, in absolute terms, the number of dropouts was quite high. Secondly, the course was at the degree rather than the foundation level and used primarily for marketing English; and thirdly, there was a strong face-to-face humanistic element, rendering the course rather more classical in orientation than might be conveyed by the umbrella or shotgun labels. Still, the course does have relevance to the current paper in the following respects. It is a distant and business education model. All students are external, and students are located in branches all over Egypt. The course duration is usually similar to foundation level courses. At Taif University, the first-year foundation computer program includes 18 hours face-to-face and 36 hours computer-based instruction. The focus of the course of study will be on online TESL programs. (Oudi, 2022)

## 8. Future Trends and Innovations in Technology for TESL

Technology is improving rapidly. Developments in virtual reality, automated translations, online counselors, e-readers, and live streaming all have their respective effects on educational technology. With every passing year, new innovations are being released to be incorporated in language learning either on- or off-campus. This flood of accessible resources affects how students access language learning opportunities through technology. This section suggests a small selection and explores the future trends and innovations of educational technology. (Pastor et al.2020)

The future trends in the educational technology for teaching English as a second language can range into many dimensions. Today's world, with its new technological advantages and possibilities in communication, is changing and developing at an unexpected rate. Language learning in general and learning English in particular face a continuously changing social context, and in order to study this new phenomena in the process of doing so because it gives their advocates and followers a basis or model wherein the necessary innovations for more efficient teaching can

be developed. As the study of the change in educational technology and the development of the use of computers in the teaching of English as a second language are an integral part of the broader theme of the role of technology in teaching. The studies of educational technology have been concerned with knowledge-building rather than with the essentials of various features of electronic media in practical work in language education. (Azimova & Solidjonov, 2023)

### 8.1. Artificial Intelligence and Language Learning

Over the past several decades, technological advances have led to the introduction of a variety of electronic teaching methods, educational systems, and devices. This chapter focuses on one such innovation—artificial intelligence (AI), a rapidly expanding discipline with numerous commercial applications, including such programs as IBM Watson in the business world, personal assistants such as Microsoft's Cortana for home use, and Netflix's recommendations system for general entertainment purposes. An important use of AI with broad implications for the TESL domain is language learning. Techniques such as the use of chatbots, discussion systems, and voice recognition technology offer vast opportunities with regard to L2 teaching pedagogy and instructional design, and could streamline and more effectively convey relevant constructs related to, for example, linking pedagogical practice to pronunciation instruction. (Fitria2021)

This shift raises questions about the fundamental nature of teaching (i.e. technological advancements and attempts to personalize learning for students) and about what teachers in the field ought to prioritize (i.e. promoting proficiency or ensuring that the teaching-learning interaction is human and personalized). While many commercial packages base teaching on the Common European Framework and the Council of Europe guidelines, some professionals reject proficiency baselines in favor of a more human approach that emphasizes customers as individuals or, in the case of TESL, a combination of factors including students' individual needs, purposes, motivation styles, and relative homophily with regard to collaborative partners. Technology is meant to enhance teaching, but technology also has the potential to dehumanize learning, in a sense. (Bailey & Nunan, 2023) (Bailey & Nunan, 2023)

## 9. Conclusion

In conclusion, it may be argued that technology, if used properly, can greatly enhance the outcome of teaching TESL in Jordan. Research has shown that technology often helps make the material more interesting and more motivating for students. It often simplifies complex concepts and helps to draw the students in through better engagement with authentic, real-life materials. Additionally, in places

like Jordan, its use can help to bridge the gap between what learners learn at school and their real-life needs through increased exposure to spoken English outside of class, the development of digital skills and linguistics, and exposure to the cultural impact of English. In the absence of face-to-face storytelling, it can also help students interact with native speakers more easily. (Malkawi et al.2023)

While technology can have these benefits, research also cautions against over-reliance on technology. While technology is useful in bridging the gap between students' educational experiences and their real lives, it is also important not to sacrifice core language learning for the use of technology. Others also argue that there is insufficient scientific research to establish whether technology is always a good or bad tool for teaching in general or TESL in particular. In Jordan, there is a significant shortage of research into the potential disadvantages of using technology, which is, therefore, an aspect that is worth further investigation. Supporting research in this area and starting this research would be an essential step based on the information in this article. The findings in this article can be valuable to educators, technology developers, and policymakers in Jordan. In particular, this article can be a source of good practice, helping educators to use quality digital learning within their curriculum. (Malkawi et al.2023)

### 9.1. Summary of Key Findings

In this research paper, we have researched the perception of teachers and learners in Jordan about what technology can do in promoting better performance in TESL courses. The overall aim of this essay was to investigate the role of technology in enhancing TESL outcomes in Jordan. Following the introduction, the paper contains a literature review on the relevance of technology in language learning. Then, we elaborate on the stratifications of technological syllabus by HCT and a case study conducted on using HCT technological syllabus. The conclusion wraps up with all the findings and the concluding remarks. (Mulyadi et al.2021)

This paper addresses the subtle influence and assumption of the technological development in the practice in the classroom and in shaping courses of TESL in Jordan from a different understanding point. This attempt is thus directed at investigating what teachers in Jordan and their learners feel and perceive about the ability of the use of technology to enhance teaching and learning outcomes in the field of English language. For many TESL professionals in the region, technology is playing a major role in increasing proficiency in English, so many efforts have been exerted to develop a syllabus that allows the integration of technology in teaching language. This research essay, to some extent, verifies the relevance of models of syllabuses used in institutions in Palestine and other locations. (Van et al.2021)



## References:

- Malkawi, N., Rababah, M.A., Al Dalaeen, I., Ta'amneh, I.M., El Omari, A., Alkhaldi, A.A. and Rabab'ah, K., 2023. Impediments of using e-learning platforms for teaching English: A case study in Jordan. *International Journal of Emerging Technologies in Learning (Online)*, 18(5), p.95. [\[HTML\]](#)
- Almuhausen, O., Habes, M., & Alghizzawi, M., 2020. An empirical investigation the use of information, communication technologies to English language acquisition: A case study from the Jordan. development. [researchgate.net](#)
- Mashoor, B.B.N. and Abdullah, A.B., 2020. Error analysis of spoken English language among Jordanian secondary school students. *International Journal of Education and Research*, 8(5), pp.75-82. [ijern.com](#)
- Ishihara, N. & Prado, M. C. D. A., 2021. The Negotiation of Meaning in Aviation English as a Lingua Franca: A Corpus-Informed Discursive Approach. *The Modern Language Journal*. [\[HTML\]](#)
- Solikhah, N.A., 2023. The Impact of Technology in Teaching and Learning English as Foreign Language: TESOL Context. *Journal Corner of Education, Linguistics, and Literature*, 3(1), pp.83-91. [jcopublishing.com](#)
- Waluyo, B., 2020. Learning outcomes of a general English course implementing multiple e-learning technologies and active learning concepts. *Journal of Asia TEFL. academia.edu*
- Al-Sharah, N., Awwad, S., Abd Hamid, J., Shukri, S.M. and Ariffin, I.A., 2021. EFL teachers' perceptions towards English language teaching during the pandemic: Jordanian perceptive. *Eurasian Journal of Applied Linguistics*, 7(2), pp.171-185. [ejal.info](#)
- Sanchez-Hernandez, A. and Martinez-Flor, A., 2022. Teaching the pragmatics of English as an international language: A focus on pragmatic markers. *Language Teaching Research*, 26(2), pp.256-278. [\[HTML\]](#)
- Orosz, A., Monzón, M. and Velasco, P., 2021. Ecuadorian teachers' perceptions of teaching English: Challenges in the public education sector. *International Journal of Learning, Teaching and Educational Research*, 20(3), pp.229-249. [ijlter.net](#)
- Ameen, N., 2023. Arab users' acceptance and use of mobile phones: a case of young users in Iraq, Jordan and UAE. [figshare.com](#)

- Yeung, M. Y., Cheng, H. H., Chan, P. T., & Kwok, D. W., 2023. Communication technology and teacher–student relationship in the tertiary ESL classroom during the pandemic: a case study. *SN Computer Science*. [springer.com](https://www.springer.com)
- Cebrián, G., Palau, R., & Mogas, J., 2020. The smart classroom as a means to the development of ESD methodologies. *Sustainability*. [mdpi.com](https://www.mdpi.com)
- Obeiah, S.F., 2021. Jordanian EFL Teachers' Perceptions of the Utility MoE-Enforced Online-Based Instruction during the COVID-19 Pandemic. *International Journal of Education and Development using Information and Communication Technology*, 17(3), pp.184-197. [ed.gov](https://www.ed.gov)
- Abbas, I., 2021. Facebook as complementary teaching material: Reconceptualizing the context boundaries of formal and informal learning in EFL higher education. *International Journal of Linguistics, literature and translation*, 4(9), pp.23-35. [al-kindipublisher.com](https://www.al-kindipublisher.com)
- Ying, Y. H., Siang, W. E. W., & Mohamad, M., 2021. The challenges of learning English skills and the integration of social media and video conferencing tools to help ESL learners coping with the challenges .... *Creative Education*. [scirp.org](https://www.scirp.org)
- Shadiev, R. & Yang, M., 2020. Review of studies on technology-enhanced language learning and teaching. *Sustainability*. [mdpi.com](https://www.mdpi.com)
- Wei, Y., 2022. Toward technology-based education and English as a foreign language motivation: A review of literature. *Frontiers in psychology*. [frontiersin.org](https://www.frontiersin.org)
- Alotaibi, A. A., 2020. Teachers' Perceptions of the Effect of Technology-Enhanced Global Training on Their Professionalism. [ku.edu](https://www.ku.edu)
- Selvi, A. F., Galloway, N., & Rose, H., 2023. Teaching English as an international language. [\[HTML\]](#)
- Bin-Hady, W.R.A. and Al-Tamimi, N.O.M., 2021. The use of technology in informal English language learning: evidence from Yemeni undergraduate students. *Learning and Teaching in Higher Education: Gulf Perspectives*, 17(2), pp.107-120. [emerald.com](https://www.emerald.com)
- Qaddumi, H., Smith, M., Masd, K., Bakeer, A. and Abu-Ulbeh, W., 2023. Investigating Palestinian in-service teachers' beliefs about the integration of information and communication technology (ICT) into teaching English. *Education and Information Technologies*, 28(10), pp.12785-12805. [springer.com](https://www.springer.com)

Smadi, M.A.L.M., Mohammad, A.H. and Ab Rahman, F., 2020. Barriers in instructional technology integration in teachers in Social Studies at Jordan Elementary School. *Pedagogia: Jurnal Pendidikan*, 9(1), pp.35-44. [umsida.ac.id](http://umsida.ac.id)

Slim, S. A., 2021. The Willingness of Jordanian EFL Teachers to Endure Taking Online Professional Development Programs Rather Than Face to Face. [archive.org](http://archive.org)

Guggemos, J. & Seufert, S., 2021. Teaching with and teaching about technology– Evidence for professional development of in-service teachers. *Computers in Human Behavior*. [sciencedirect.com](http://sciencedirect.com)

Alshahrani, A. A., 2022. A mixed-methods investigation of factors that influence students to study a computer science major in Scotland and Saudi Arabia. [strath.ac.uk](http://strath.ac.uk)

McLellan, G., Kartchava, E. and Rodgers, M., 2021. Technology-mediated language training: Developing and assessing a module for a blended curriculum for newcomers. *Canadian Journal of Applied Linguistics*, 24(2), pp.208-233. [erudit.org](http://erudit.org)

Kassim, H.M. and Said, N.E.M., 2020. The integration of mobile learning among ESL teachers to enhance vocabulary learning. *Education and Social Sciences Review*, 1(2), pp.28-36. [kemdikbud.go.id](http://kemdikbud.go.id)

Taghizadeh, M. and Hasani Yourdshahi, Z., 2020. Integrating technology into young learners' classes: language teachers' perceptions. *Computer Assisted Language Learning*, 33(8), pp.982-1006. [researchgate.net](http://researchgate.net)

Shami, A. A. M., 2024. ... Portfolios as a Learning Tool in Enhancing the Writing Performance of Saudi Female Intermediate Students at Taif University: Teachers' Perspectives Abrar .... *English Journal* (ID Number: 306). [awej.org](http://awej.org)

Oudi, I. M. A. B., 2022. ... SKILLS FACED DURING E-LEARNING AS PERCEIVED BY 101 STUDENTS AND AN-NAJAH NATIONAL UNIVERSITY LANGUAGE CENTER TEACHERS. [najah.edu](http://najah.edu)

Pastor, R., Tobarra, L., Robles-Gómez, A., Cano, J., Hammad, B., Al-Zoubi, A., Hernández, R. and Castro, M., 2020. Renewable energy remote online laboratories in Jordan universities: Tools for training students in Jordan. *Renewable Energy*, 149, pp.749-759. [uned.es](http://uned.es)

Azimova, D. & Solidjonov, D., 2023. Learning English Language As A Second Language With Augmented Reality. *Qo 'Qon Universiteti Xabarnomasi*. [kokanduni.uz](http://kokanduni.uz)

- Fitria, T.N., 2021. The use technology based on artificial intelligence in English teaching and learning. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 6(2), pp.213-223. [researchgate.net](https://www.researchgate.net)
- Bailey, K. M. & Nunan, D., 2023. Research on English language teaching and learning in the Middle East and North Africa. [academia.edu](https://www.academia.edu)
- Mulyadi, D., Wijayatiningsih, T.D., Singh, C.K.S. and Prastikawati, E.F., 2021. Effects of Technology Enhanced Task-Based Language Teaching on Learners' Listening Comprehension and Speaking Performance. *International Journal of Instruction*, 14(3), pp.717-736. [ed.gov](https://www.ed.gov)
- Van, L.K., Dang, T.A., Pham, D.B.T., Vo, T.T.N. and Pham, V.P.H., 2021. The effectiveness of using technology in learning English. *AsiaCALL Online Journal*, 12(2), pp.24-40. [asiacall.info](https://www.asiacall.info)