

UTILIZING TECHNOLOGY FOR ENHANCING EFL LEARNERS' SPEAKING AND LISTENING SKILL

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Abstract- *The abstract highlights the use of technology to assist students in honing their speaking and listening proficiencies. With technology getting better and better, teachers are using more tools and platforms to help students learn languages better. This paper discusses the good things and problems that come with using technology to teach speaking and listening. Using technology to teach speaking and listening skills has many benefits. First, it helps students practice real language using interactive online videos, podcasts, and virtual reality games. These tools help students to hear and understand different kinds of talking, making their listening skills better. Also, technology makes it easier for students to learn at their speed. They can listen to audio materials as many times as they need to better understand them. Online platforms have tools that help students record their voices and do video calls, so they can practice speaking with support. These tools also let students work together and give each other feedback, which helps them learn to communicate in a new language. In brief, using technology to teach speaking and listening skills has many beneficial points. By using the right technology and giving support to teachers and students, educators can make language learning more exciting and help students get better at communicating.*

Key words: CALL; ICT; Listening; Speaking; technology

INTRODUCTION

For language learners to grasp what they have learned, a proper context is required, such as a community of native, semi-native, or second speakers. Finding a setting that allows foreign language learners to apply what they have learned in real life can be challenging. Another issue is that it can be challenging to locate reliable resources for language acquisition, which can result in incorrect input and language usage that is not appropriate. In order to improve students' listening and speaking abilities, the researchers are considering adopting Computer Assessed Language Learning (CALL) as an alternate way as a foundation for real language input and as a productive environment for language practice. Due to technology's favorable effects on learning processes and its essential role in language acquisition as a foreign language, particularly listening and speaking abilities, the inclusion of technology in language learning is now apparent. It may be accurate to claim that Computer Assessed Language Learning (CALL) can be a key component of speaking and listening skill development, both inside and outside of formal language programs. For students, technology offers possibilities to communicate more effectively and build critical literacy skills. For instructors, it offers an opportunity to improve teaching and learning. It is a useful tool for conveying ideas, engaging in conversation, replying to inquiries, and viewing and displaying English. And for educators to play such a significant part as agents of innovation and change to speed up the English language acquisition process. In particular, it's crucial to ascertain which EFL teachers are utilizing contemporary technology for educational and professional development goals and why others would refrain from doing so.. Additionally, the researchers want to see what role this technology has in giving students additional opportunities to develop their speaking and listening abilities in English. Fluency, accuracy, tone, and intonation are just a few of the listening and speaking sub-skills that may be learnt and are possible using CALL language learning software.



Theoretical Frame work

Definitions of ICT

ICT refers to utilizing information to assist individuals and utilizing modern means of communication, such as the Internet. The meaning of technological systems and equipment, according to Freeman (1999) and Speck (2001). The word "technology" can be used in a broad way or for specific things. Some examples are construction technology, medical technology, modern technology, and advanced technology. Technologies can be shown in a physical product. For example, an object can be called very advanced.

Technology means using and knowing about tools, techniques, crafts, systems, or ways of organizing things. The word "technology" comes from the Greek words "techne," which means skill or craft, and "logia," which means study. Anderson and Speck (2001). The word can be used for different things, like construction or medical technology. It can also refer to advanced or modern technology. Technologies can also be shown in a physical product, like an item that is considered very advanced (Anderson and Speck, 2001).

Speaking Skill in Technology

Due to technological advancements, such as audio applications that can be used for videos, audios, recorded lectures, or live events, students now have the chance to interact with other students. When used in conjunction with other teaching strategies, this presents a fantastic opportunity to support language learning, particularly speaking ability Levy, (2009). Technology may provide a favorable environment for the development of language learners' speaking abilities by enabling them to record their speech, listen to it, and correct their pronunciation as necessary Kirkgoz, (2011). Additionally, language learners routinely concentrate on semantics rather than syntax, which helps them become more fluent in the language. Similar to this, students may improve their pronunciation by using voice recognition and language learning software on a computer Hoopingartner, (2009). According to Kim's study (2012), CALL improved students' pronunciation as they learned a second or foreign language. Language learners' pronunciation was enhanced using an "accent modification" computer program, which provided visual feedback to do so (Kim 2012). Using current technology, such as computer talking software, smartphone applications, and online chatting, learners can also improve their language pronunciation Lord (2008). It is crucial that the students become aware of the phonetic features of the language. According to Bahrani (2012), exposing students to audio-visual multimedia in a straightforward environment can improve their language-speaking ability. Students' language speaking abilities can be developed by using technology to facilitate peer connection. Cameron (2001) says that speaking is using words to tell others what we mean. Speaking in a different language to communicate with others means paying close attention to the specific details of that language. The speaker needs to carefully select their words and utilize proper grammar to ensure their message is communicated clearly. They also need to arrange their speech so that the listener can follow along easily. Speaking a different language is difficult and requires various forms of assistance to comprehend and communicate effectively.

Harmer (2001) says that speaking happens when two people are communicating to each other. It is clear that the people have reasons to communicate, may be to say or express something.

Listening Skill in Technology

Students today are exposed to a vast amount of audio and video content that is disseminated online utilizing devices like mobile phones, laptops, etc Teachers and students can listen to audio files anytime and from anywhere. As students learn how to speak the language with the right tone and sounds, they can use computer tools to stop, play again, and listen at a slower speed to help them. More and more, teachers are using CALL to connect students with people who speak the language as their first language, especially on the Internet Hoopingartner, (2009). CALL programs use listening exercises to help people hear and understand better. Students can do these exercises in and out of class, and even at work. Also, the current CALL framework could help advanced students improve their ability to listen and understand language. According to a study conducted by Sato, Matsunuma,

and Suzuki (2013), students demonstrated a higher ability to recall words when utilizing the CALL audio program. Additionally, when students employ digital tales in the target language, their listening comprehension abilities at the level studied can increase. Recent advancements in technology empower teachers to include a clear overlay to real-world recordings and sound. For instance, when students listen to a tape more than once, subtitles could be used during the first hearing but not during the second, which decreases students' anxiety. According to Winke, Gass, and Sydorenko (2010), employing technology like visual organizers, YouTube videos, and themes helps students recall their prior information and fosters learning.

Numerous studies imply that digital media and a multimedia environment might be beneficial for acquiring foreign language vocabulary, according to Nikolova (2003) in Scheinin, (2004). However, the majority of the study resources have been created by businesses or teachers. It has been demonstrated that student creation of computer-based materials intended for foreign language learning improves vocabulary development. Online discussion has been praised as a fantastic tool for creating social construction of knowledge Fujike, (2004).

Technology Enhanced Language Learning (TELL), a term that replaced CALL in the 1980s, aimed to better accurately describe the activities that were being undertaken with CALL Levy (1997). The 1993-founded TELL Consortium published TELL as TELL&CALL in the CALL-Austria magazine. The academic community that was working on combining computer technology with language learning realized the initial expression and the acronym required to be changed. It was related to the fact that theorists and practitioners shared similar ways of thinking; new technical tools and apps had the potential to improve rather than merely encourage language acquisition and classroom practice Thomas et al. (2013).

Definitions of CALL

Computer Assisted Language Learning (CALL) means using computers to learn a second language. Levy (1997) says that CALL is when people use computers to teach and learn languages. The main aim of CALL is to make it easier for people to learn a language using computers. Stockwell (2012) explains that Computer Assisted Language Learning is a way of teaching and learning languages using computers and other technology to help students learn and practice, and to measure what they have learned. It also creates opportunities for teachers and students to interact with the outside world.

The Importance of CALL

Technology is affecting how languages are learnt in the current time period. Computer-assisted language learning is the one method used in the present time Reinders & Thomas, (2012). It can be discussed that a fully integrated phase of CALL has been entered. It has become the prevailing teaching method used for the teaching of a second language, internationally and nationally, and CALL can be linked directly to language teaching in the future Hubbard, (2008). The use of technology has the opportunity to improve language teaching and learning by balancing the quality of education between contact with both the teacher and the students and not influencing negatively on educational goals Hoopingarner, (2009). Computers facilitate language learning for the students, as concluded by Bush (2008) because the learners can use it when they want and when the time is appropriate.

New technologies are changing how we teach in schools. Instead of just lectures and group work, we're now using games and activities to help students learn. Alsied, & Pathan, (2013). These places where students learn new things encouraged them to speak a foreign language in a setting that feels like real life. This lets students who are learning a second language learn by themselves without depending on the teacher. West & Bleiberg, (2013). One big advantage of using CALL for learning a second language is that it helps learners use technology to learn on their own. It's available every day, so they can practice their second language a lot.

In 2010, Lin found that students liked using computers to learn a second language. Using technology to learn a new language is very important in a world where people speak many languages. Godwin-Jones, (2013) Not many people use CALL to practice listening and speaking like they do for reading and writing. That's why students don't have as much chance to improve their ability to speak and listen on their own SAN, (2007).



Behavioristic CALL

Behavioristic computer-assisted language learning (CALL) started in the late 1960s and was used a lot in the 1970s because of the Audio-Lingual Method of teaching languages. In this part of computer-assisted language learning, students had to do the same language exercises over and over, and the computer didn't let them go at their own speed, which made them less motivated. Warschauer & Healey, (1998)

. The present state of language learning is being impacted by technology. The only approach now in use is computer-assisted language learning Reinders & Thomas, (2012). It is possible to argue that CALL has entered a phase where it is completely incorporated. CALL can be closely Communicative CALL

Warschauer and Healey (1998) noted that during the 1980s, there was a growing dislike for the behavioristic approach to language teaching. They also said that personal computers were making it easier for students to work on their own at school. The use of technology for communication in education matches with the idea that learning is about discovering, expressing, and growing. Under Communicative Language Teaching, people who support communicative computer-based activities think that the focus should be on using forms. In addition, the important thing was not what students did on the computer, but how they interacted with each other while using the computer.

Computer technology is expected to assist individuals in both learning and instructing a second language in the near future. This is called Computer Assisted Language Learning (CALL). Levy (1997) says that CALL means using computers to teach and learn languages. The main aim of CALL is to make language learning better with computer methods.

New technologies are changing the way we learn in school. Games and activities are being used more in classrooms instead of just listening to the teacher or working in groups. This is a new way to teach and learn. Alsied, & Pathan, (2013). These places where students learn help them use a second language in a way that is like real life. It lets people who are learning a second language take control of their education without needing the teacher. The encouragement of self-technology based learning via everyday accessibility, which offers learners the chance to use their second language often, is one key advantage of adopting CALL from the standpoint of a second language Warschauerto, (2010) In his study, Lin (2010) came to the conclusion that students who were learning a second language were open to using a computer-supported learning environment. In order to include technology into the study of a target language in a multilingual, global society, CALL is crucial Godwin-Jones, (2001). Compared to reading and writing, speaking and listening are the two CALL abilities that are used less frequently. Due to this, children have less opportunities to hone their speaking and listening abilities and gain autonomy SAN, (2007).

Communication in Computer Call

Communication in Computer-Assisted Language Learning (CALL) plays a crucial role in facilitating language learning and enhancing the overall learning experience. CALL refers to the use of technology to support language teaching and learning, and effective communication is at the heart of this approach. One of the primary ways in which communication is facilitated in CALL is through interactive activities and exercises. CALL software often includes various interactive features such as quizzes, games, and simulations that allow learners to practice their language skills in a dynamic and engaging manner. These activities provide opportunities for learners to communicate with the computer program, which can provide immediate feedback on their performance.

Furthermore, CALL also enables learners to engage in real-time communication with others through online platforms. This can include participating in virtual classrooms, joining discussion forums or chat rooms, or even engaging in video conferencing sessions with native speakers or other learners. Such interactions allow learners to practice their speaking and listening skills while receiving feedback from their peers or instructors Warschauer M., & Healey D (1998)

Another important aspect of communication in CALL is the integration of multimedia elements. CALL software often incorporates audio and video components that expose learners to authentic language use. By listening to native speakers or watching videos, learners can improve their pronunciation,

intonation, and comprehension skills. Additionally, multimedia elements can also enhance vocabulary acquisition by providing visual context for new words.

In addition to these interactive features, communication in CALL also extends beyond the software itself. Learners can access online resources such as websites, blogs, podcasts, and social media platforms that offer authentic language input and opportunities for interaction with native speakers or other learners worldwide. These resources enable learners to engage with real-world language use outside of traditional classroom settings.

Overall, effective communication is a fundamental aspect of CALL as it allows learners to actively engage with the target language through interactive activities, real-time interactions with others, exposure to authentic language input through multimedia elements, and access to online resources. By leveraging technology for communication purposes, CALL provides an immersive learning environment that enhances language acquisition and promotes learner autonomy.

Interactive Call

Interactive CALL (Computer-Assisted Language Learning) refers to the use of technology to facilitate language learning in a dynamic and interactive manner. It involves the integration of various digital tools and resources, such as computer programs, mobile applications, online platforms, and virtual reality, into language learning activities.

Interactive CALL is valuable because it can offer students immediate support. Learners can use fun activities to practice their language skills and get feedback right away. This quick feedback helps people see what they're good at and what they need to work on. It helps them focus on getting better. Another important aspect of interactive CALL is its ability to promote learner autonomy. With access to a wide range of resources and tools, learners can take control of their own learning process. They can choose the materials they want to study, set their own pace, and engage in self-directed learning activities. This level of autonomy empowers learners and enhances their motivation and engagement in the language learning process.

Interactive CALL also offers opportunities for authentic communication. Through online platforms or virtual classrooms, learners can interact with native speakers or other language learners from around the world. This allows them to practice their speaking and listening skills in real-life contexts, improving their communicative competence.

Furthermore, interactive CALL provides a wealth of multimedia resources that cater to different learning styles. Learners can access audio recordings, videos, interactive games, and simulations that make language learning more engaging and enjoyable. These multimedia resources enhance comprehension skills while providing exposure to authentic language use.

In conclusion, interactive CALL plays a crucial role in modern language education by providing learners with dynamic and engaging opportunities for practice and communication. By integrating technology into language learning activities, it promotes learner autonomy, facilitates immediate feedback, encourages authentic communication, and offers a variety of multimedia resources for effective language acquisition.

Language skill Basic in Call

Language skills are an essential aspect of effective communication, both in personal and professional settings. The ability to speak multiple languages not only enhances one's cultural understanding but also opens up numerous opportunities for career growth and global interactions. In this article, we will explore the importance of language skills in today's interconnected world and discuss some references that highlight the significance of acquiring and improving language proficiency.

One of the most prominent references on language skills is the Common European Framework of Reference for Languages (CEFR). Developed by the Council of Europe, CEFR provides a comprehensive framework for assessing language proficiency across six levels: A1 (beginner) to C2 (proficient). It emphasizes the importance of developing four key language skills: listening, speaking, reading, and writing. CEFR serves as a valuable reference point for individuals seeking to evaluate their language abilities or set goals for improvement.

Another notable reference is a study conducted by the American Council on the Teaching of Foreign Languages (ACTFL). The study emphasizes that language skills are not only beneficial for personal

growth but also crucial for economic competitiveness in today's globalized world. It highlights how individuals with strong language abilities have a competitive edge in job markets, as they can effectively communicate with diverse populations and navigate international business environments. Furthermore, research published in the *Journal of Multilingual and Multicultural Development* by Baker et al. (2014) explores the cognitive benefits associated with bilingualism. The study suggests that individuals who speak multiple languages have enhanced cognitive flexibility, problem-solving abilities, and improved memory retention. These findings reinforce the notion that language skills go beyond mere communication; they contribute to overall cognitive development.

In addition to these references, numerous success stories from individuals who have leveraged their language skills can be found across various industries. For instance, many multinational corporations actively seek employees with multilingual capabilities to facilitate international business transactions and foster cross-cultural collaboration. Moreover, professionals working in fields such as translation, interpretation, diplomacy, tourism, and academia heavily rely on their language proficiency to excel in their respective roles.

In conclusion, language skills play a vital role in today's interconnected world. References such as CEFR provide a standardized framework for evaluating proficiency levels across different languages. Studies conducted by organizations like ACTFL emphasize the economic benefits associated with strong language abilities. Additionally, research on bilingualism highlights cognitive advantages linked to multilingualism. Ultimately, acquiring and improving language skills opens up numerous opportunities for personal growth and career advancement in an increasingly globalized society.

Speaking Skill in CALL

As technology gets better, we can now use audio apps for video, recorded or live speaking. This makes CALL more common to help with language learning. It helps students learn language by letting them talk to each other and use other teaching methods Levy, (2009). Task-based speaking courses use technology to help people record their speaking and get better at speaking a new language. Students can listen to the recordings and fix any mistakes in how they speak Kirkgoz, (2011). The task-based approach to learning a language focuses on understanding the meaning of words and phrases rather than just the grammar and rules of the language. Moreover, students can improve their pronunciation by using voice recognition software and computer tools Hoopingarner, (2009). In 2012, Kim found that using technology to learn languages helped students speak better. Kim found that students who used a program called "Accent Modification" could say words better when they were given visual cues for pronunciation. Also, according to Lord's research from 2008, people can use modern technology like computer speech software, phone apps, and online chatting to get better at speaking a language with the right pronunciation. The students need to learn about the sounds of the language. Bahrani (2012) says that if students use audiovisual technology in a simple way, it can help them speak better in their language. Using CALL along with talking to classmates can help students get better at speaking in a different language.

Teaching speaking

Speaking proficiently involves using appropriate language and articulation to effectively convey one's message to others. This means that speaking is not just about making sounds and words in a new language (which is what pronunciation training aims for). The important part is being able to communicate and share ideas with others.

The main goal of teaching speaking ability is not to teach learners how to have a conversation. A level like natural languages, but easier for learners to understand. This helps them avoid big mistakes in communication because of their pronunciation. Is it about grammar or vocabulary? Also, students should know how to follow the rules of society and culture. Rules that apply to all types of communication situations Pokrivkovi, (2012). Students need to have lots of chances to practice speaking the new language if they want to get good at it. There are two main types of speaking: giving information by yourself and having a conversation with someone else. CEFR (2002) says that. Some examples of informative speaking are reading out loud, speaking from notes or using visual aids, reading stories or announcements, talking to a crowd, and singing. Dialogical activities are when

people talk with each other, like having conversations, interviews, or spontaneous talks. Chats, official talks, arguments, conversations, questions and answers, and more. To help students get better at speaking a new language, the teacher can use many different ways to teach and practice.

Listening Skill in CALL

Recent technological advancements have enhanced CALL's access to a huge library of audio and video sources. Audio files are accessible to teachers and students at all times and from any location. As students learn the intonation and sounds of the language, they may pause, replay, and slow down both the video and the audio thanks to the accessibility of computer tools Levy, (2009). CALL is increasingly being used to bring students in contact with native speakers, particularly online Hoopingartner, (2009). In order to improve students' listening and comprehension skills, CALL programs incorporate frequent listening exercises that can be completed during class, at home, or in the workplace. Also, the existing CALL program, designed for advanced students, can improve their ability to understand and listen to language. Researchers found that students remembered words better when they used a computer program that played audio. Also, when students use digital stories in the language they are learning, their ability to understand what they hear at the level they are studying can improve. New technology allows teachers to add extra information to videos and sound recordings of real life. For example, if students listen to a recording many times, they could have the words on the screen the first time but not the second time. This helps students feel less worried. Students will probably feel less nervous after they hear something for the second time without captions, but only after they listen to it for the first time. Using things like visual charts, videos on YouTube, and themes can help students remember what they already know and learn new things, according to Winke, Gass, and Sydorenko in (2010).

Using call in language learning listening refers to the practice of using phone or video calls as a tool to improve listening skills in language learning. This method allows learners to engage in real-time conversations with native speakers or fluent speakers of the target language, providing an opportunity to practice listening comprehension and develop conversational skills.

Here are some steps and tips for using call in language learning listening:

1. Find a language exchange partner or tutor: Look for someone who is fluent in the target language and willing to have regular phone or video calls with you. Language exchange websites, online forums, or language learning apps can be helpful resources for finding conversation partners.
 2. Set a schedule: Establish a regular time and duration for your calls. Consistency is key when it comes to language learning, so having a set schedule will help you stay committed and make progress.
 3. Prepare topics or materials: Before each call, prepare some topics or materials that you would like to discuss. This could include news articles, podcasts, songs, or any other content that interests you and aligns with your language level.
 4. Focus on active listening: During the call, focus on actively listening to what your conversation partner is saying. Take notes if necessary and try to understand the main ideas and details of their speech.
 5. Ask for clarification: If you don't understand something your conversation partner said, don't hesitate to ask for clarification. This will not only help you better comprehend their speech but also show them that you are actively engaged in the conversation.
 6. Practice speaking as well: While the main focus is on improving listening skills, take advantage of the opportunity to practice speaking as well. Engage in meaningful conversations with your partner and try to use newly learned vocabulary and grammar structures.
 - 7 Reflect on your performance: After each call, consider your strengths and areas for improvement.
- Consider jotting down any unfamiliar words or phrases from a conversation in a notebook. It is important to remember that when you are learning a language, using phone calls as a method for practising listening skills should be considered an additional activity to complement reading, writing, and formal lessons. Improving comprehension of various cultures and gaining speaking confidence is achieved through practising listening and speaking in real-world scenarios.



Smart-Phone Technology

A long time ago, mobile phones were only used to talk to people using radio signals. Modern cell phones have many different features like Bluetooth, GPS, email, texting, and more. Use simple words to rewrite this text: Dr. In 1973, Martin Cooper showed the first hand-held phone to the public. The first phone you can buy easily is called the Dyna TAC 8000x. Between 1990 and 2011, the use of mobile phones went up from 12. 4 million to over 5. 6 billion because people liked the way they could talk to each other and use mobile apps. Mobile Assessing Language Learning (MALL) means using mobile devices to test and improve language skills.


Using mobile devices to teach and learn languages is called mobile assessment of language learning. This allows students to learn whenever and wherever they want. Mobile learning is used a lot now because many people have mobile devices and wireless technology has improved quickly. Up until recently, learning a language on a phone mostly involved just learning how to say or understand a word. Nowadays, smartphones can do a lot of things, like helping people learn languages. Teachers can use them to make learning more interesting and personalized for students. To make sure students have good language learning materials, researchers are changing their teaching methods to work with learning on mobile phones. Mobile phones can help people learn to speak and listen better by storing and playing audio and video.

Conclusion

To sum up, teachers generally support using technology to assist students in improving their speaking and listening skills, despite some anticipated hurdles. With the appropriate training and assistance, teachers can employ technology to enhance students' oral communication and listening abilities and cater to their individual learning styles.

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