

EMPOWERING LANGUAGE LEARNERS:THE ROLE OF TECHNOLOGY IN TESOL EDUCATION

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Annotation:This article reflects on the role of technology in TESOL education.

Keywords:TESOL,education,technology, language skills.

Introduction:Education of graduates who are currently studying at a higher education institution the knowledge, skills and qualifications acquired in the process are beyond the requirements of the Times it remains to be seen. The current labor market is big in the information age being able to receive and analyze information in volume, boldness in problem situations and being able to make decisions with confidence, with responsibility for his actions there is a need for specialists who have such qualities as approach.

Teaching English to Speakers of Other Languages (TESOL) has gained significant importance in the present era, as English has become a global language of communication. English is essential in many spheres of life, including education, business, trade, and social interactions. Hence, if one wants to thrive in these fields, knowing English is now essential. Yet, it cannot be easy to teach English to the non-native speaker [1]. Therefore, educators must use creative and successful teaching methods to ensure long-term Learning. The area of education has changed, and with it, teachers now have a new opportunity to design engaging, dynamic learning environments. Researchers have examined how using digital technology in TESOL might improve attitudinal change and long-term Learning. The use of digital technology in TESOL has grown in popularity. This essay examines the use of digital technology in TESOL and how it could influence long-term Learning and attitudinal transformation.

The socio-cultural theory suggests that learning is a social and cultural process that occurs through interactions with others and cultural artifacts, which is applicable in higher education. Teaching English to Speakers of Other Languages (TESOL) has incorporated digital technology into language teaching and learning to offer English language learners' access to a broader range of cultural artifacts and tools, enhancing interactions with English-speaking individuals from different cultural backgrounds [2]. This research uses a socio-cultural theoretical framework to explore the role of TESOL and digital technology in promoting attitudinal change and sustainable learning outcomes in higher education. Specifically, the study investigates whether digital technology can moderate the relationship between TESOL and self-regulated learning, improved self-efficacy, and sustainable learning outcomes.

Although TESOL has grown in importance recently, there are still difficulties in teaching English to non-native speakers, such as problems with attitude change and long-term Learning. Attitudes greatly influence language learning, and having negative sentiments toward English might make it more difficult. Similarly, students must learn sustainably to improve their language skills and achieve academic objectives [3]. By developing engaging and dynamic learning environments that encourage attitudinal change and sustainable Learning, digital technology can address these issues [4]. By evaluating the potential of digital technology to moderate attitudinal change and sustainable Learning in TESOL, this research seeks to fill this vacuum in the literature [5].

Teaching English to Speakers of Other Languages or TESOL is an interdisciplinary branch of study that focuses on teaching English to non-native speakers as a second or foreign language. It covers a range of language teaching facets, such as curriculum development, language acquisition theory, and teaching methods [6]. For non-native speakers to communicate successfully in English in several contexts, including academic, social, and professional ones, TESOL works to assist them in

strengthening their language abilities [7]. Self-efficacy describes a person's confidence in their capacity to do a specific job or realize a particular objective. According to improved self-efficacy, a person's confidence in their ability to carry out a task or accomplish a goal has grown due to experiences, feedback, and other circumstances [8]. They might develop confidence in their talents and think they can write quality essays [9]. A higher sense of self-efficacy can have several advantages, such as improved performance, stronger drive, and a greater readiness to take on new challenges [10].

Self-regulated Learning is the process through which students take charge of their education by establishing goals, tracking their progress, and making necessary adjustments to their learning practices [11]. It involves managing anxiety, maintaining motivation, and controlling emotional reactions to obstacles and disappointments [12]. Behavioral techniques entail choosing and utilizing the proper learning strategies to accomplish one's learning objectives. It involves selecting tactics that are suitable for the task at hand, keeping an eye on how well those tactics are working, and modifying them as necessary [13]. Sustainable Learning refers to a learning approach that focuses on developing skills and information that are relevant and helpful over the long term. Sustainable Learning aims to give students the knowledge and abilities to handle present and upcoming difficulties, such as social inequity, economic uncertainty, and climate change [14]. It emphasizes the value of ethical and responsible behavior and critical thinking, creativity, teamwork, and communication skills. A range of settings, including formal education, career training, and personal growth, can benefit from sustainable Learning [15].

The use of digital tools and resources to improve the teaching and learning of English as a second or foreign language is referred to as "digital technology" in the context of TESOL. It covers a range of technological tools, including computers, mobile devices, software programs, online resources, and multimedia content [16]. Digital technology, for instance, can be used to give language learners access to online tools like grammar drills, interactive vocabulary tests, and multimedia content like films and podcasts. Technology can also help students and teachers communicate and work together, for example, through video conferencing, discussion forums, and social networking platforms [17]. By allowing students to monitor their progress, establish objectives, and tailor their learning experiences to suit their particular needs and interests, digital technology can also support personalized and self-directed Learning. Given the widespread use of digital technology in education today, it is crucial to grasp its impact on attitudinal change and sustainable learning in language education. This comprehension can guide the creation of more successful teaching methods integrating digital technology into language education. In addition, it can facilitate the promotion of sustainable learning practices and the development of constructive attitudes toward language learning, both of which can enhance learners' overall language learning experiences and proficiency. Ultimately, understanding the role of digital technology in attitudinal change and sustainable learning can lead to the establishment of superior language education practices and outcomes. For learners of all ages and competence levels, digital technology has become essential in TESOL, offering more efficient and enjoyable language learning experiences [18].

As English continues to gain global importance, TESOL has emerged as a key educational domain, essential for success in various sectors. However, teaching English to non-native speakers presents challenges, including the need for attitude transformation and long-term learning. The integration of digital technology into TESOL offers opportunities to create dynamic and engaging learning environments. Using a socio-cultural theoretical framework, this research investigates whether digital technology can moderate the connection between TESOL and self-regulated learning, improved self-efficacy, and sustainable learning outcomes.

TESOL seeks to enhance language skills for effective communication in diverse contexts, requiring confidence, or self-efficacy, in one's abilities. Self-regulated learning involves students taking charge of their education, while sustainable learning focuses on lasting knowledge and skills. Digital

technology in TESOL encompasses various tools and resources, enabling personalized learning experiences and fostering communication between students and educators. Understanding the impact of digital technology on attitudinal change and sustainable learning is crucial for enhancing language education practices and outcomes.

The study will evaluate how instructors may use digital technology to design productive and sustainable learning environments and the effects of digital technology on attitude transformation and sustainable Learning. The results of this study can aid in creating efficient TESOL teaching techniques that encourage attitude modification and long-term Learning. While the study draws on socio-cultural theory, it could have also considered other relevant theoretical perspectives like cognitive load theory, which could have offered further perspectives on the connection between TESOL, digital technology, and sustainable learning outcomes. The research does not consider the potential influence of cultural differences on the relationship between TESOL, digital technology, and sustainable learning [19]. Since TESOL involves teaching English to individuals from various cultural and linguistic backgrounds, it would be beneficial to examine how cultural aspects might impact the efficacy of TESOL and digital technology in fostering sustainable learning results.

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