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| RESEARCH ARTICLE

## The Double-Edged Sword: Analyzing the Influence of Technology on English Language Learning in Kuwait Higher Education Institutions (HEIs)

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| ABSTRACT

This study explores the dynamic interplay between advanced technology and teaching English to non-native speakers within university contexts. Focused on insights from academic staff at Kuwait University, the research explores both the merits and challenges associated with integrating technology into language education. The literature review examines the evolution from traditional to modern teaching methods, emphasizing technology's role in creating engaging and personalized learning experiences. As a global lingua franca, English is a focal point, with technology-driven approaches reshaping language education for non-native speakers. The consequences of integrating advanced technology unfold nuancedly, showcasing both positive and negative outcomes. The study reveals that while technology enhances access to diverse learning resources and improves writing tools, it poses challenges such as distractions, dependence, and potential superficial learning. The research design involves a qualitative approach, employing semi-structured interviews with 11 academic staff members in Kuwaiti institutions. Thematic analysis is utilized to extract key patterns and themes from the gathered data, providing valuable insights into teacher perspectives on the consequences of technology integration. The findings highlight drawbacks, including concerns about the quality of online content, overreliance on technology, and potential isolation, along with obstacles faced by higher education institutions, such as cost considerations and faculty challenges. The study proposes strategic solutions, advocating for professional development, equitable access to technology, and a balanced approach that integrates traditional and technology-driven methods. In conclusion, this study underscores the importance of thoughtful and ethical technology integration in English language education. It advocates for a holistic approach, considering the quality of instruction, critical thinking development, and the need for a supportive culture of innovation. As universities navigate the complexities of technology, these insights offer guidance for creating inclusive and impactful language learning experiences for non-native speakers in the ever-evolving landscape of higher education.

| KEYWORDS

English language education, Advanced technology, Technology integration, Language learning Challenges and drawbacks

| ARTICLE INFORMATION

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### 1. Introduction

Advanced technology has affected all aspects of life, including higher education organizations. Advanced technology has transformed higher education, making it more accessible, interactive, and data-driven (Williamson, 2018). It has profoundly impacted higher education institutions across various aspects (Chaurasia et al., 2018). The changes included all scientific and humanities disciplines, including learning the English language (Klein, 2012). The English language is the most widely spread in the world, and all non-English-speaking countries seek to teach their students the English language, which begins at an early stage in school, and education continues until the level of university education in English for non-native speakers (Cha, 2007). According to Galla (2016), technology has significantly enriched the language education landscape, making it more accessible, interactive,

and personalized for non-native English speakers. These advancements contribute to the ongoing evolution of educational methods and strategies. Nevertheless, despite the decisive contribution that technological development has played in facilitating, enhancing, and improving the learning of the English language for non-native speakers in universities, there are many negatives, and here we can say that technological development is a double-edged sword (Alsulami, 2016).

This study explores the drawbacks and challenges associated with using advanced technology in learning English for non-native speakers, specifically focusing on insights gathered from academic staff at Kuwait University. Such a study can provide valuable perspectives on the real-world implications of integrating advanced technology into language education.

**2. Literature review**

**2.1 Modern Teaching Methods vs. Traditional Teaching Methods**

Education has come a long way since rote memorization and one-size-fits-all lectures. Modern teaching methods embrace technology, personalization, and active learning to create more engaging and effective learning experiences (Balliu, 2017). According to Ullah and Iqbal (2020), traditional teaching methods involve a teacher-centered approach, where the teacher is the primary source of information, and passive learning, where students passively absorb information. The curriculum is standardized, and resources are limited, with textbooks and worksheets as primary learning materials. Assessments involve tests and quizzes to measure memorization and recall.

On the other hand, Alessa and Hussein (2023) argue that modern teaching methods focus on student-centered, active learning, personalized learning, and a variety of resources. Teachers act as facilitators, helping students construct knowledge through discussions, projects, and collaborative activities. Technology and differentiated instruction allow teachers to tailor the curriculum to individual needs and styles. Assessment is ongoing, formative, and focuses on understanding, critical thinking, and problem-solving skills.

McHaney (2023) argues that modern teaching methods rely significantly on advanced technology. The table below summarizes digital tools, platforms, and resources in modern teaching and learning.

<b>Digital Tool</b>	<b>Description</b>	<b>Technology Use</b>
<b>Flipped Classroom</b>	Students engage with instructional content (such as video lectures or online materials) independently outside of class, while in-class time is devoted to interactive activities, discussions, and problem-solving	Video creation tools, online learning platforms, and educational apps are crucial in delivering content outside the classroom.
<b>Blended Learning</b>	Blended learning combines traditional face-to-face instruction with online learning activities. This approach allows for flexibility in terms of time, location, and pace of learning.	Learning management systems (LMS), online collaboration tools, video conferencing, and digital content delivery systems
<b>Gamification</b>	Gamification integrates game elements, such as points, badges, and challenges, into the learning process to enhance engagement and motivation.	Educational games, gamified learning platforms, and virtual reality (VR) or augmented reality (AR) experiences.
<b>Adaptive Learning</b>	Adaptive learning systems adjust the learning experience based on individual student progress, providing personalized instruction and targeted interventions.	Artificial intelligence (AI) algorithms, learning analytics, and adaptive learning platforms.
<b>Project-Based Learning</b>	Project-based learning involves students working on real-world projects to develop problem-solving skills, critical thinking, and collaboration.	Collaboration tools, project management platforms, and digital resources for research and presentation.
<b>Online Collaborative Tools</b>	: Online collaborative tools facilitate communication and teamwork among students, allowing them to work together on projects regardless of physical location.	Platforms like Google Workspace, Microsoft Teams, or other collaborative software for document sharing and real-time collaboration.

<b>Virtual and Augmented Reality</b>	Virtual and augmented reality technologies create immersive learning experiences that can simulate real-world environments or provide additional layers of information.	VR headsets, AR applications, and simulations for subjects like science, history, or vocational training.
<b>Synchronous and Asynchronous Learning</b>	Synchronous learning happens in real time, while asynchronous learning allows students to access materials and participate at their own pace.	Video conferencing tools, discussion forums, and asynchronous communication platforms.
<b>Artificial Intelligence (AI)</b>	AI technologies are used to personalize learning, automate administrative tasks, and provide intelligent tutoring systems.	AI-driven chatbots, intelligent tutoring systems, and adaptive learning platforms.
<b>Mobile Learning</b>	Mobile learning leverages the ubiquity of smartphones and tablets to enable learning anytime, anywhere.	Educational apps, mobile-friendly learning platforms, and content delivery optimized for mobile devices.
<b>Smart Classrooms</b>	Interactive whiteboards and smart classrooms integrate digital displays and interactive tools into the traditional classroom setting.	Interactive whiteboard technologies, digital content display, and collaborative tools.

These modern teaching methods aim to create more engaging, personalized, and effective learning experiences through the thoughtful integration of advanced technologies. The selection of methods often depends on the educational goals, subject matter, and the needs of both educators and students (Blake, 2013).

## **2.2 English for non-native speakers**

English has become a global lingua franca and is widely taught as a second language in many non-English-speaking countries. According to Alshuraiaan (2023), English has become a global lingua franca, widely taught as a second language in many non-English-speaking countries. Its widespread adoption in education is due to its role in international communication, economic opportunities, access to information, education, cultural influence, travel, tourism, and standardization. Alhajiri and Alshuraiaan (2023) argue that English is the dominant language in international business, diplomacy, science, technology, and the internet, facilitating effective global communication. It is also seen as a valuable skill for multinational companies and organizations, as it enhances employment opportunities. Access to information is crucial in fields like research, technology, and academia. English is also the primary language in many universities and academic institutions, making it essential for higher education and research (Alshuraiaan and Almefleh, 2023).

Traditional teaching methods have been the backbone of English language learning for decades, laying a strong foundation for many non-native speakers (Mauranen, 2012). While modern approaches are gaining ground, these time-tested techniques still hold value in the classroom (Richards and Rodgers, 2014). According to Saeheng (2017), traditional teaching methods for non-native English speakers include grammar-based instruction, vocabulary building, reading comprehension, writing practice, and listening and speaking practice. Grammar-based instruction involves understanding and applying English grammar rules through lectures, drills, exercises, and sentence diagramming. Vocabulary building involves expanding vocabulary knowledge through memorization and contextual understanding. Reading comprehension focuses on developing reading skills and understanding written English. Writing practice involves improving writing skills through guided exercises and assignments. Listening and speaking practice focuses on developing listening comprehension and spoken fluency through audio recordings, dialogues, pronunciation drills, role-playing activities, and conversations with peers and teachers. Bishaw and Egziabher (2013) argue that traditional methods offer a strong foundation in grammar and vocabulary, structured learning with clear objectives, adaptability to different learning styles, and readily available materials. However, they may be teacher-centered, not cater to individual needs, and limit authentic communication and practical application.

## **2.3 Advanced technology in teaching English to non-native speakers**

Technological advancements have revolutionized English language learning for non-native speakers, offering exciting possibilities for personalized, engaging, and effective learning experiences (Blake, 2013). Budiana et al. (2023) argue that the internet is a vast source of digital resources for language learners. Websites, podcasts, and YouTube channels offer tutorials, videos, and interactive content that cater to different learning styles and preferences. The rise of online platforms and apps dedicated to language learning has made it easier for non-native speakers to access English language lessons and resources. Platforms like Duolingo, Babbel, and Rosetta Stone provide interactive and personalized language learning experiences. Mobile apps also offer convenient and on-the-

go language learning opportunities. Users can practice vocabulary, pronunciation, and grammar exercises using smartphones or tablets, allowing flexible and personalized learning.

Mahdi (2022) argues that Platforms that connect language learners with native speakers for language exchange have become more prevalent. These exchanges, facilitated through video calls or messaging, enable learners to practice their English skills with native speakers, enhancing conversational proficiency. For instance, VR and AR technologies provide immersive language learning experiences. Virtual environments can simulate real-life scenarios, allowing learners to practice English in context, such as ordering food in a restaurant or navigating a foreign city. According to Klimova (2021), many educational institutions and language schools now offer online courses and programs. These platforms provide access to English language courses, certifications, and degree programs, allowing learners to study remotely and at their own pace. Technology has enabled the development of automated language assessment tools to evaluate language proficiency in real time. These tools often use artificial intelligence to analyze pronunciation, grammar, and vocabulary, providing immediate feedback to learners.

Manokaran et al. (2023) argue that gamification elements have been incorporated into language learning software, making the process more engaging and enjoyable. Educational games and interactive software can motivate learners to practice and reinforce language skills. Also, social media platforms and online communities provide spaces for language learners to connect, share resources, and practice English in a social context. These platforms offer authentic communication opportunities and cultural exposure. Finally, some educational technologies employ adaptive learning algorithms that tailor lessons to individual learners' needs. These systems can identify strengths and weaknesses, providing personalized learning paths for more effective language acquisition.

#### ***2.4 The consequences of integrating Advanced technology in teaching and learning***

Every action reacts, and actions produce undesirable consequences. While technological advancements have brought numerous benefits to the learning of the English language for non-native speakers in universities, there are challenges and drawbacks, illustrating the double-edged nature of technological development (Reinhardt, 2019). Blake (2013) argues that technology can access a vast library of books, articles, and other reading materials, potentially promoting reading more. Educational apps and platforms can offer interactive games and activities that engage learning and improve reading comprehension. Technology also can provide students with tools like word processors and writing assistants that can improve grammar, style, and structure, aiding in better writing. Collaborative writing tools can foster communication and teamwork skills. Moreover, technology can personalize learning to individual needs and paces, potentially helping students who struggle with traditional methods to improve their reading and writing skills.

However, according to Saunders (2016), digital devices can be distracting, leading to less time spent reading and writing thoughtfully. The abundance of short-form content like social media posts and text messages could be impacting attention spans and critical thinking. Moreover, some technology-based learning, particularly poorly designed apps, might encourage rote memorization over deeper understanding and analysis, which are crucial for writing well-reasoned arguments and analyzing complex texts. Also, If students become too reliant on spellcheck and autocorrect, they might not develop strong spelling and grammar skills independently. Furthermore, Afzal et al. (2023) argue that not all students may have equal access to technology, especially in less affluent regions or countries. The digital divide can widen educational inequalities, as some students may lack the necessary devices or internet connectivity to participate fully in technology-enhanced language learning.

### **3. Research Design**

This study used a qualitative research approach to investigate teacher perspectives and experiences of the consequences of integrating advanced technology in teaching and learning. The research was carried out in Kuwaiti institutions, focusing on English classes. The research is situated in Kuwaiti educational institutions, providing a specific cultural and institutional context for the study. This context is essential for understanding how local factors may influence technological integration. Semi-structured interviews were used to acquire qualitative data. The interview questions were meant to elicit information on their encounters using advanced technologies. The interview questions are designed to gather information on the teachers' encounters with advanced technologies. This focused approach ensures that the data collected directly addresses the research objectives. Using convenience sampling, 11 Semi-structured interviews were carried out. These interviews allowed English teachers to voice their perspectives, experiences, and ideas. The collected data from interviews was analyzed using thematic analysis. This involves identifying and analyzing patterns, themes, and trends within the qualitative data, allowing for the extraction of meaningful insights.

### **4. Data Analysis and Findings**

#### ***4.1 The drawbacks of using advanced technology in teaching the English language to non-native speakers***

The study found that, ultimately, the effectiveness of technology in education depends on its implementation and quality. Thoughtfully designed educational technology tools can be powerful in enhancing reading and writing skills, but their misuse can

have negative consequences. For instance, a participant argued, "The quality of instruction, regardless of the method used, plays a crucial role in developing strong reading and writing skills. Encouraging a love of reading and writing through engaging activities and personalized experiences is essential for long-term success". Another participant said, "Critical thinking skills and digital literacy are equally important in today's world, and technology can be a valuable tool for developing these skills. The study identified several drawbacks of using advanced technology in teaching the English language to non-native speakers. Table 2 below summarizes these main drawbacks

<b>Quality of Online Content</b>	The internet is flooded with content, and not all are high quality. Students may encounter misinformation or poorly designed language learning resources, which can hinder their progress and lead to misconceptions.
<b>Dependence on Technology</b>	Excessive reliance on technology may reduce traditional language learning methods, such as face-to-face interaction and classroom discussions. Overemphasis on technology could diminish essential aspects of language education, such as human connection and cultural understanding.
<b>Isolation and Lack of Social Interaction</b>	Language learning is inherently social, and the use of technology may lead to a more isolated learning experience. The absence of face-to-face communication and collaboration with peers and instructors can impact the development of interpersonal and communication skills.
<b>Distraction and Multitasking</b>	The same devices used for language learning often come with distractions, such as social media, messaging apps, and entertainment. Students may find staying focused on language learning tasks challenging, leading to reduced effectiveness and concentration.
<b>Security and Privacy Concerns</b>	Online platforms may pose security and privacy risks. Issues such as data breaches, unauthorized access, and concerns about the privacy of personal information can create challenges for both students and educational institutions.
<b>Technological Obsolescence</b>	Rapid advancements in technology may render certain tools or platforms obsolete quickly. Educational institutions and students may need to continually adapt to new technologies, leading to additional training requirements and potential discontinuity in the learning process.
<b>Lack of Personalization</b>	While technology allows for personalized learning experiences, some students may struggle with self-directed learning or feel overwhelmed by the vast online resources. The absence of personalized guidance and support can hinder progress for certain learners.
<b>Overemphasis on Assessment</b>	Technology-based assessments may not fully capture the complexity of language proficiency. Traditional assessments, such as face-to-face speaking exams, may be more effective in evaluating certain language skills that technology cannot easily measure.
<b>Cultural Implications</b>	Technology-mediated language learning may not fully address language use's cultural nuances and context. Understanding cultural subtleties is crucial in language acquisition, and technology may fall short of providing authentic cultural experiences.

#### **4.2 Obstacles facing higher education institutions in using advanced technology in teaching the English language**

Despite the exciting possibilities of advanced technology in teaching English at the university level, there are several obstacles that higher education institutions (HEIs) face in utilizing these tools effectively. This includes Cost and Accessibility, Faculty Challenges, Infrastructure and Technical Issues, Assessment and Evaluation, Change resistance, and Ethical considerations. For instance, a participant argued, "Implementing technology-based teaching methods can be expensive, requiring hardware, software, training, and maintenance investment. This can be a significant burden for HEIs, especially in resource-constrained settings. Likewise, "Unequal access to technology and the internet can exacerbate existing inequalities and exclude students from online learning opportunities. Not everyone has reliable internet access, devices, or digital literacy skills to engage with technology-driven learning fully". A participant mentioned that "Integrating technology effectively requires time and dedication from faculty. HEIs must provide adequate training and support for faculty to learn new tools and develop technology-enhanced teaching skills. Teachers argued that "Some faculty may be hesitant to move away from traditional methods due to concerns about the effectiveness of

technology in promoting deeper understanding and critical thinking skills. Balancing technology with effective pedagogical practices is crucial".

According to the findings, universities need robust technical infrastructure and support systems to ensure smooth classroom technology operation. Technical issues can disrupt learning and create frustration for both faculty and students. Also, protecting student data and ensuring responsible use of technology is essential. HEIs need to have clear data privacy policies and security measures in place. Besides, assessing learning outcomes in technology-integrated environments can be challenging. New methods and tools are needed to ensure assessments accurately measure student progress and learning gains. There are also concerns about maintaining academic standards and ensuring accreditation, which can hinder the widespread adoption of innovative teaching methods that deviate from traditional approaches. Additional Obstacles include change resistance, as some faculty and students may resist change and prefer traditional teaching methods. Overcoming this resistance and fostering a culture of innovation is crucial. Finally, Ethical considerations were also mentioned, as technology in education raises ethical concerns regarding data privacy, algorithmic bias, and the potential for digital exclusion. Balancing the benefits of technology with ethical considerations is important.

**4.3 Strategies for Maximizing the Integration of Advanced Technology in Teaching English Language**

While utilizing advanced technology in teaching English at universities presents challenges, implementing strategic approaches and fostering a culture of innovation can overcome these challenges. Table 3 below summarises some ways universities can navigate these obstacles and unlock the full potential of technology for impactful English language learning.

<b>Professional Development for Instructors</b>	Provide ongoing professional development opportunities for instructors. Training programs can focus on technical skills and pedagogical strategies for using technology in language education.
<b>Access to Technology</b>	Implement initiatives to ensure equitable access to technology. This may involve providing loaner devices, offering technology subsidies, or creating on-campus technology hubs where students can access necessary tools.
<b>Digital Literacy Training</b>	Incorporate digital literacy training into language courses. Offer workshops, tutorials, or online modules that teach students essential skills for navigating online platforms, using collaborative tools, and accessing digital resources.
<b>Balancing Technology and Traditional Methods</b>	Encourage a balanced approach that integrates technology with traditional methods. Emphasize the importance of face-to-face interactions, discussions, and hands-on activities to complement the benefits of technology.
<b>Regular Technology Audits</b>	Outdated or ineffective technologies may hinder the learning experience. Thus, conducting regular audits of technology tools and platforms used in language courses. Ensure they align with educational goals, are user-friendly, and provide meaningful learning experiences.
<b>Feedback Mechanisms</b>	Establish feedback mechanisms for both instructors and students. Surveys, focus groups, and assessments can help identify areas of improvement and inform adjustments to technology use.
<b>Tech Support Services</b>	Provide robust tech support services. Ensure a helpdesk or support team is available to assist instructors and students with technical issues promptly.
<b>Flexible Learning Paths</b>	Offer flexibility in learning paths. Provide a variety of technology-enhanced activities, resources, and assessments to accommodate different learning styles and preferences.
<b>Alignment with Learning Objectives</b>	Articulate learning objectives and ensure that technology integration serves these objectives. Regularly assess whether the chosen technologies contribute meaningfully to language learning goals.

<b>Regular Curriculum Review</b>	Conduct regular curriculum reviews to ensure it remains up-to-date with technological advancements. Explore emerging technologies that can enhance language learning experiences.
<b>Community Building</b>	Foster a sense of community among students. Use discussion forums, group projects, and collaborative activities to create a supportive online learning environment.
<b>Cultural Considerations</b>	Ensure that technology-enhanced materials and activities are culturally sensitive. Incorporate diverse perspectives and cultural elements into the curriculum.

Also, it is important to address the obstacles crucial for HEIs to fully unlock the potential of advanced technology in teaching English and improve the learning experience for students. This requires a collaborative effort from administrators, faculty, students, and technology providers to identify challenges, develop solutions, and create a supportive environment for innovation in English language teaching.

HEIs must assess which technologies directly improve learning outcomes and invest strategically in these tools. Explore open-source alternatives and negotiate bulk discounts with vendors. Also, regular workshops and coaching programs on using specific technologies and developing technology-enhanced teaching skills are offered. Facilitate peer-to-peer learning and mentorship among faculty. It is also important to secure the support of university leadership in advocating for the benefits of technology integration and championing innovative teaching practices. Address faculty and student concerns openly and offer resources to help them adapt to changes in teaching and learning methods. Establish and enforce policies on data privacy, responsible use of AI, and preventing algorithmic bias in assessments and learning pathways. Integrate activities that develop students' awareness of potential biases and ethical implications of technology use in language learning. By strategically addressing these challenges and fostering a culture of innovation, universities can overcome the limitations of technology and leverage its immense potential to create engaging, personalized, and effective English language learning experiences for students in the 21st century.

## 5. Conclusion

English language education has experienced many modern approaches, yet traditional teaching methods remain a vital and lasting pillar. It has been proven that over the years, these traditional methods have effectively established a solid groundwork for non-native speakers. While new innovative approaches have emerged recently, it is important not to underestimate the lasting value of traditional teaching methods. The research findings indicate that technology positively and negatively impacts education.

On one hand, it facilitates easy access to a wide range of educational materials and enhances writing capabilities. Modern teaching approaches focus on advanced technologies to make learning more interesting, tailored, and successful. Many positive assessment tools provide real-life feedback, which could offer a personalized learning experience. Furthermore, adaptive learning algorithms personalize lessons based on individual needs for more effective language acquisition. Various language platforms connect learners to improve conversational proficiency through video calls or messaging. Many VR and AR technologies stimulate real-life scenarios; as a result, offering an artificial environment for language learning experiences. The choice of methods depends on educational objectives and the requirements of instructors and students. Each language instructor could choose the best way to integrate technology within the classroom.

On the other hand, it presents obstacles like distractions, reliance on technology, and the risk of shallow learning. Digital devices can distract, leading to less thoughtful reading and writing practices. Critical thinking can be affected negatively by short-form contact such as social media text messages; therefore, using social media posts to learn English might not be advisable. Reliance on spellcheck and autocorrect may hinder the development of strong spelling and grammar skills. Moreover, poor regions may not have equal learning opportunities, which can limit knowledge due to the lack of devices or unequal internet access.

Additionally, not only students may suffer, but also faculty needs to have adequate training and support to integrate technology into the teaching practices successfully. Also, universities must have a strong technological base to ensure smooth classroom technology usage. Besides, students' data needs to be protected, too. Correspondingly, there are many concerns about maintaining academic educational standards. Nurturing a technological classroom is important before heading, and practicing using the materials or tools with the students provides better learning and teaching outcomes.

Integrating both traditional and modern approaches is essential for effective language teaching. Although traditional approaches may be more reliable than online sources from different unspecialized people, combining both approaches will make the language instructor explore new teaching and learning outcomes that might enhance the experiences. Relying too much on technology may produce an ineffective learning environment.

### **5.1 Theoretical Implications**

This study contributes to both teachings, modern and traditional teaching. Utilizing advanced technology in English language education for non-native speakers within higher educational institutions. This study explores the evolution of the model of teaching English through technology and the role of technology in language learning. It emphasizes the importance of a balanced approach to teaching English by using technology and traditional language teaching methods. Modern teachings should be implemented in the educational system carefully; as Hiep (2000) puts it, "Modern teaching methods should be applied with a close and careful consideration of the cultural values" p.23) for instance, the study emphasized the need for cultural considerations in technology-mediated language learning. Using a balanced approach to teaching English guarantees the usefulness of teaching and implementing the new methodology into traditional learning; as Hiep (2000) puts it,

*"To ensure effectiveness in teaching, new methodology should be adapted into traditional learning contexts. Since education is deeply rooted in specific philosophies of teaching and learning, teachers cannot develop an appropriate methodology until they reflect on it in relation to the sociocultural contexts in which they are working." (p.23)*

Integrating and implementing a new methodology with traditional training is considered cognitive theory. Cognitive theory is teaching for understanding; it states that new learning comes from existing learning (Petty, 2004). The theoretical implications of this study contribute to the refinement and expansion of educational theories, recognizing the dynamic interplay between traditional and technology-driven methods in English language education for non-native speakers within higher education institutions.

### **5.2 Practical Implications**

The practical implications drawn from this study hold significance for educators, administrators, and policymakers involved in English language education for non-native speakers in higher education institutions. This study highlights the importance of strategic professional development for educators in English language education for non-native speakers in higher education institutions. It suggests that institutions should invest in training to empower teachers to integrate technology effectively. Equitable access to technology is also crucial, and digital literacy training should be incorporated into language courses. A balanced approach to teaching methods should be encouraged, combining technology with traditional methods. Regular technology audits should be conducted to ensure alignment with educational goals and user-friendliness. Feedback mechanisms should be established for instructors and students, and robust tech support services should be provided to address technical issues promptly. Flexible learning paths should be offered, and alignment with learning objectives should be ensured. Regular curriculum reviews should be conducted to explore emerging technologies that can enhance language learning experiences. Community building should be fostered through online platforms, and cultural sensitivity should be ensured. Obstacles such as cost considerations, faculty challenges, and ethical considerations should be addressed. University leadership should advocate for technology integration and champion innovative teaching practices. Ethical considerations should be established and enforced, ensuring data privacy, responsible AI use, and algorithmic bias prevention. By implementing these practical implications, institutions can harness the full potential of advanced technology in teaching English to non-native speakers, creating a dynamic, inclusive, and effective learning environment.

### **5.3 Future Research**

Future research could involve longitudinal studies, comparative analysis, cultural adaptability, inclusive technology solutions, student engagement, teacher preparedness and training, hybrid learning models, assessment strategies, learning analytics, ethical considerations, academic writing, student perspectives, global collaboration, pronunciation and speaking skills, and blurring boundaries between formal and informal language learning. These studies can provide insights into the long-term effects of technology integration on language proficiency, critical thinking skills, and academic success. Additionally, it is crucial to examine the cultural adaptability of technology-mediated language learning and explore innovative solutions to address the digital divide. The use of technology in language education can also help bridge the digital divide and provide equitable learning opportunities for all students. By examining these areas, future research can contribute to a deeper understanding of the dynamic interplay between technology and English language education for non-native higher-education speakers.

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