

# The Role of Modern Technology in Language Teaching: Innovations and Challenges Based on Teaching Tools and Emerging Technologies

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**Abstract:** This paper examines the integration and blend teaching of emerging digital tools in English language teaching (ELT), highlighting their innovations in English learning environments and focusing on its effectiveness and outcomes. This further explores how digital tools including interactive whiteboards, mobile applications, and online platforms enhance language skills, and discusses benefits of gamified learning, task-based learning, and collaborative learning. It also evaluates potential challenges and limitations like accessibility and teacher preparedness. The paper mainly provides practical insights on how to effectively use these modern tools to enhance language acquisition, improve learner engagement, and prepare students for a digital world by enhancing the comprehension of the role that technology, a fundamental component of contemporary education, plays in language acquisition, particularly concerning English as a Second Language and English for Specific Purposes in Mongolian universities. This journal article outlines the evolution of technology's role in language education, from its early incorporation to the contemporary developments that enhance the language learning experience. The discussion encompasses a variety of technological tools, including devices, software, mobile applications, online language courses, and language exchange platforms, examining the impact these resources have on language learning. Finally, it addresses the necessity of effectively implementing modern technologies in language teaching to maximize their pedagogical benefits.

**Keywords:** Digital literacy, 21st-century Language acquisition, Blended learning, Future of language education, Accessibility.

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## INTRODUCTION

The rapid pace at which technology has developed lately, however, has drastically reformed the way innumerable sectors operate; naturally, education is not outside this influence. New teaching methods and ways of communication facilitated by modern technologies recently broke the walls of a “traditional” classroom learning set and remolded them into what English language learning is now enabled to provide: uniquely differentiated, adaptable, and dynamic learning experiences [1]. The changes technology has brought to the educational system particularly the changes it has to the English language teaching (ELT) cannot go unnoticed. With the introduction of interactive technology such as mobile phones, online sites, whiteboards and so forth, the learning experience has completely modernized with digitization [2]. This also means that new ways of acquiring English as a second language will emerge. Nevertheless, it should go along with the problems of technology dependence, teacher training, and to some extent every student's ability to access to these tools. Overall, this paper considers the place of new technologies in English teaching, how they are changing ELT as an area of practice, and the methods used in language skills courses. improvement of technology including games, appropriate learning tasks, learning through various activities, and the creation of digital platforms are said to be beneficial for the students in the future. The problem of using these tools, especially in Mongolia, where not every teacher has been trained and prepared for such advances in technology need to be addressed. The last aspect of the topic is developing new strategies for integrating new technologies [3].

## 1.LITERATURE REVIEW:

### 1.1 Innovations in ELT through technology

The integration of technology in ELT has brought forth a number of innovations that include mobile applications, online course platforms and immersive learning environments, thus offering learners unique opportunities to develop and refine their English language competencies. These technological developments have dramatically changed the face of English Language Teaching [4]. They provide the effectiveness, access, and interactivity that assists in language acquisition; teachers and learners can interact better both with the material and amongst each other [5]. research studies several key innovations most appropriate to the teaching and learning of English in higher and academic environments. While technology can transform education, it can sometimes reinforce existing social and cultural inequalities. Successful technology-mediated language learning often involves integrating technology into overall activities and using it as a tool across different subjects, rather than treating it as a separate skill to be learned. Educators note that language learning applications can be beneficial for independent learning, providing immediate feedback that enhances learning process [5]. Furthermore, effective outcomes occur when teachers view learning from the students' perspective, helping them understand the value of teaching in their growth. Such applications facilitate communication between learners over distances, promoting intercultural understanding, and are increasingly implemented in schools globally, supported by organizations like the British Council. Therefore, it is clear that language learning apps and online platforms have significantly transformed English language acquisition in recent years. Through their interactive features, flexibility, and accessibility, they offer innovative and effective ways for learners worldwide to develop their language skills [6]. As a result, technology has made language learning more democratic, mobile, and tailored to individual needs. Importantly, they cater to a broad range of learners, from beginners to advanced, offering flexibility for independent study outside the traditional classroom. The swift expansion of the mobile applications, coupled with the increasing number of individuals pursuing foreign language acquisition, positions language learning through applications as one of the most prominent trends of the 21<sup>st</sup> century. However, many contemporary language learning applications present themselves as innovative solutions, despite often reflecting concepts reminiscent of Skinner's teaching machines from the 1950s [7]. While we inhabit the technological landscape of the 21<sup>st</sup> century, the foundational theories of learning remain rooted in the 20<sup>th</sup> century. For app developers to create truly transformative tools, it is essential that we continue to merge 21<sup>st</sup> century technologies with outdated educational paradigms, as well as the contemporary theories that could facilitate significant changes in language learning applications. Duolingo, for instance, uses gamification to engage users in short, interactive lessons that help reinforce language skills. By breaking down lessons into manageable units, Duolingo not only fosters motivation but also ensures that learners remain challenged at a level appropriate for their progress. Its adaptive learning technology personalizes lessons by adjusting the difficulty based on the learner's performance, optimizing the pacing and content for continuous engagement [8]. Such learning application tools, while differing in their approach, have a common goal: to help independent learners develop essential language skills in an engaging and efficient manner. The flexibility these apps offer allows learners to practice and receive **instant feedback**, a key feature in language acquisition that reinforces learning and supports retention [9]. This is the fact that the tools provide feedback in real time, learners can quickly correct mistakes, a process that aids **language transfer** and promotes better understanding of grammar and vocabulary [10].

#### **Virtual Classrooms and Online Platforms**

Besides apart from language learning apps, the growth of virtual classrooms and online platforms has changed how language is taught in both real-time and flexible settings, which is intensively common since the pandemic years of COVID-19. Tools such as Zoom, Moodle, Google Classroom and so forth have sped up the move towards blended learning, making remote engagement easier for students and teachers [11]. These platforms allow teachers to hold live lessons, assign homework, and share resources within a structured framework. In Mongolia, Google for Education offers schools and universities unlimited access, with features such as class recording, making it especially valuable for language education. The platform includes interactive tools like breakout rooms and instant polls, which enhance student participation. Teachers can facilitate group discussions, role-playing, and collaborative activities, creating

a dynamic learning environment that mirrors real classrooms, where students actively engage their language skills [12]. The adoption of these online platforms has been crucial in sustaining education and providing support. Looking ahead, they are expected to remain essential for language education, further boosting engagement and language acquisition in an increasingly digital world [13].

Artificial Intelligence (AI) and other online tools for teaching and learning languages

The development of artificial intelligence has really changed the methodologies for teaching and learning languages. Grammarly, Siri, and others like them offer feedback and make corrections on the spot to help improve performance. The materials enable learners to develop both their writing and pronunciation skills autonomously [14]. This shift is attributed to the advantages provided by digital platforms, which include convenient storage options, enhanced search capabilities, and improved organization and editing functionalities for notes. Thus, every student should instantly download Microsoft Word or Google Docs that saves them a lot of time by checking and correcting grammatical, spelling, and punctuation errors in real-time while they write. Both have an integrated spelling and grammar checker that highlights errors and offers corrections. Microsoft Word already has a pretty robust spelling and grammar checking system behind it, and its recent variants even come with a more intelligent writing companion, known as Editor. It does not only underline mistakes and errors, but also provides suggestions for clarity, conciseness, and, basically, improvement. Nevertheless, they are quite helpful in their own way for students looking to improve their writing. Such applications and tools supported by AI does not only correct mistakes but also explains the reason behind every correction. Other interactive tools, like Quizlet, Kahoot etc, offer interactive quizzes, games, and team work activities that enhance active learning. These tools effectively reiterate vocabulary, grammar, and overall language understanding with dynamism and interaction. Kahoot, for example, commonly used in language learning of Mongolia gamifies the educational experience by allowing real-time quizzes that encourage student participation in the expression of languages. With Quizlet, teachers are able to create flashcards, play games, and apply pre-developed sets of vocabulary via spaced repetition in order to increase the retention of information. Combined, these features help to enable activity in learning a new language and make it fun and motivational among university students, today.

## **2. PRACTICAL CASES AND LIMITATIONS:**

### **2.1 Challenges of Using Technology in English Language Teaching**

While the integration of technology in English language teaching has its benefits, it also poses a range of challenges that can lead to less effectiveness. In addition, one of the strongest barriers is the digital divide, wherein access to high-speed internets, mobile devices, and updated software is not evenly distributed geographically and socio-economically. In many parts of the world, students cannot access devices or reliable internet to engage with digital learning platforms, especially in rural or underserved areas. This inequality, apart from affecting individual learners, exacerbates educational disparities regarding access to high-quality language education. This would, in effect, put students in such regions at a disadvantage relative to their peers in more developed parts of the country and undercut the effectiveness of the programs. It is within this context that bridging the gap becomes critical: in ensuring that technology use can be equitably distributed, and all students benefit from the opportunities provided by such technology.

### **2.2 Teacher Preparedness and the Importance of Training and Professional Development Programs**

A second key challenge involves ensuring that teachers are properly equipped to incorporate technology into their teaching practices. Some teachers have the opinion that digital tools can be used in different ways. On the other hand, many of them claim they do not receive proper training and thus lack the courage to use the tools. Most likely, without sufficient professional development, the teachers will not be able to implement the learning technology into their everyday classes in a way that it benefits their students. It has been claimed that within the teacher training programs are the practices and benefits that provide different teachers with the skills to be able to use as Hubbard, P. (2013) indicated in the relevant research. Training programs should focus on developing the skills needed for teaching English by properly integrating digital tools into the process of pedagogical strategy related to language acquisition. Teachers need to be trained not only in the choice of appropriate tools but also in how to use those tools to create an active, collaborative, and thinking classroom. In addition, ongoing support via mentorship programs will help educators develop confidence and adjust to new emerging technological innovations. Without

such professional development, teachers might not be able to employ all the potentials of digital tools fully, which will reduce their effectiveness and consequently affect students' learning outcomes as Payne (2020) points out.

### **2.3 Over-reliance on Technology**

A very important issue related to the integration of technology into language education is the excessive use of digital resources, which can lead to an involuntary reduction of face-to-face communication opportunities, which are a vital part of learning a language [15]. Although digital platforms are efficient in improving reading, writing, vocabulary, and grammar, they usually fail to provide adequate support for developing speaking and listening skills, nor do they provide the cultural subtlety that is needed in real-world communication. Language learning thrives on active engagement and immersion, which is best achieved through direct conversations and social interactions. An over-reliance on technological tools may limit learners' opportunities to engage in these essential skills in authentic contexts, thus hindering their ability for spontaneous dialogue. It is, therefore, significant that educators strike a balance between technological applications and the more traditional pedagogical approaches. Educators should use digital tools in such a manner that they would complement face-to-face interaction rather than replace it [16]. Furthermore, while technology expands access to language practice, it also brings along new distractions. The ever-increasing availability of digital distractions, including social media and other non-instructional apps, is likely to impact students' abilities to focus during virtual lessons. For this reason, teachers must be able to support active learning for their students through online environments. Some possibilities in this direction are: introducing game elements, as already discussed; enhancing instruction through multimedia resources; and incorporating group activities. With the facility of an active and participatory online classroom environment, educators can ensure that learners remain engaged in the processes of learning and technology assumes the role of a beneficial tool rather than a distraction as Nomass (2013) presented in her research.

## **3. EMERGING TECHNOLOGIES SHAPING THE FUTURE OF ELT**

### **3.1 Overcoming Traditional Challenges in Language Learning and Teaching**

The swift advancement and incorporation of emerging technologies are significantly altering the landscape of English Language Teaching, presenting novel methodologies for language acquisition and distinctive learning experiences for students globally. Technologies such as artificial intelligence, virtual reality, and so on hold immense promise for transforming language teaching in different ways that can solve many of the serious problems. For example, recently, AI speech recognition has gained considerable traction and is playing an important role in enhancing learners' pronunciation and fluency [17]. For instance, speech feedback from Google's Speech-to-Text offers instant, customized feedback on pronunciation by analyzing speech patterns. These AI algorithms detect minute mispronunciations and incorrect intonations, recommending correct pronunciations and allowing learners to focus on their specific areas of difficulty. Recent studies show that AI-powered tools can help reduce accent bias and improve speech clarity among non-native speakers. With personalized exercises, such websites focus on the individual learning needs of each learner, thus improving pronunciation for those learning the language. Also, conversational AI systems are increasingly employed for simulated real-life conversations, which are important for language acquisition [18]. For example, tools like Siri on the iPhone and ChatGPT allow learners to practice speaking English at their convenience in a supportive, non-judgmental atmosphere. These technologies create simulated conversational environments that are especially useful for introverted learners or those with limited opportunities to interact with native speakers. By building confidence and fluency, chatbots bridge the gap between the classroom and real life, giving learners the opportunity to nurture their speaking skills in a natural and realistic way.

### **3.2 Smart Classroom Learning Experience**

It therefore places the smart classroom in the spotlight, for the concept covers advanced technologies for making the learning environment more immersive, adaptive, and data-driven. Other examples are the use of wearables: language-learning smartwatches, other biometric devices, to track a learner's progress, adapting lessons to a learner's performance. These emerging technologies will, hence, enable continuous monitoring of student engagement, comprehension, and performance for deep insight into the development of each learner. For example, as identified by wearables track physiological responses, such

as heart rate and body movements, that indicate engagement in certain learning activities. The adaptability and real-time feedback that these technologies afford are a quantum leap in personalized learning, where the learner is no longer a passive recipient but an active participant in their education.

### 3.3 Limitations of Modern Technologies

The most important challenges involve achieving equitable access to these emerging technologies, especially in developing regions or underserved communities where high-speed internet or modern devices are lacking in resources. What these changes in the classroom really mean in practice is professional development, including programs that prepare and provide teachers with the confidence to use technology effectively. Teachers need to be not just instructed in the use of such tools, but also in how to mix and combine these tools with more conventional methods of teaching, since the technology should enhance the class, not replace any genuine use of language and personal interaction. In other words, with evolving technology, the future of ELT will be molded around dynamic tools like AI for more comprehensive, personalized learning experiences; virtual reality could offer immersive language practices in simulated real-world settings, while blockchain might offer credentials storage and verification of learners in a way that educational institutions couldn't have thought about securing transparency and security. However, to fully capitalize on these budding technologies, a balanced approach is required, one which ensures accessibility, fosters teacher preparedness, and maintains the core principles of language learning to ensure effective integration of technology in English Language Teaching, educators should follow a set of best practices that can enhance learning while minimizing the potential for pitfalls. It helps in integrating technology effectively and systematically, where the use of different blended learning models integrates the traditional face-to-face classroom with the use of technology. The hybrid model represents flexible learning with personalization toward meeting diverse learning styles. Blended learning is also found to increase student engagement and satisfaction because learners can review materials easily.

## CONCLUSION

Emerging technologies in education promotes independent learning, immediate feedback, and better learning habits with the use of funny online interactive activity-based learning that caters to the different learning styles and approaches. Yet, many obstacles remain in this area, such as those concerning accessibility, readiness on the part of the language teachers as observed in Mongolian circumstances, or an overdependence and over-use on technology. One particular concern is the digital tools, whereby students from poor backgrounds may not have adequate devices and access to the Internet, thereby limiting their involvement in enhanced learning with the use of technology. Moreover, most educators are not properly trained to integrate such digital tools into classrooms, which may hinder innovation in these aspects. In this circumstances, professional development and ongoing support in integrating digital resources into daily teaching practices will help teachers in creating active and team work learning environments. New technologies with the support of AI provide promising solutions for some of the problems that have haunted language education for a long time, including personalized learning experiences and increased authentic language practice. However, to fully exploit the advantages of these technologies, a balance must be preserved between digital tools and traditional face-to-face interaction, which is crucial for the development of critical language skills such as speaking and listening. The future of ELT will probably involve a synthesis of the flexibility offered by digital resources and the interpersonal elements of direct communication and engagement. We might conclude this article that it does require thoughtful integration, equitable access, and comprehensive teacher training for its effective implementation while rapid changes in technology bring immense possibilities for transformative changes in both learning and teaching languages. However, thanks to the modern technologies, ELT in Mongolian educational environment gets more inclusive, effective, and engaging and better prepare students for success in an increasingly digital world.

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