






Investigating the Effectiveness of Technology-Enhanced Language Learning Tools in Supporting Second Language Acquisition

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ABSTRACT

The level of attainment of second language (L2) proficiency in children differs. While some attain it early, others face several challenges in achieving success in language proficiency. The variance raises inquiries into the factors influencing language learning outcomes among young learners. Consequently, this paper delved into the correlation between young learner's access to technological tools and devices at home and their proficiency levels in their second language. Twenty-five participants were randomly selected from KNUST Primary School in Kumasi, Ghana. Employing a qualitative research approach with a corresponding phenomenological research design, the study conducted semi-structured interviews with twenty-five out of forty-three learners in a basic three class. Through thematic data analysis, the study revealed a rising trend of learners utilizing technology-enhanced language learning tools beyond conventional classrooms, indicating a shift towards integrated and personalized language learning. Furthermore, the study discovered that effective utilization of technology can strengthen vocabulary and communication skills, with various tools like language apps, television channels, smartphones, and computers playing roles in facilitating Second Language Acquisition (SLA). The study recommended ensuring equitable access to technology is essential, necessitating investments in infrastructure and resources. Educators should undergo professional development to integrate technology-enhanced language learning tools effectively. Collaboration among researchers, educators, and developers is pivotal for creating high-quality tools that cater to diverse learner needs. The paper highlights the critical role of technological tools in SLA among young learners, shedding light on how access to and effective use of technology can improve vocabulary and communication skills.

Keywords: *Technology, Enhanced, Support, Second Language Acquisition, Language Learning Tools*

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INTRODUCTION

Speaking English before a crowd is identified as the most dreaded experience of most second-language speakers.¹ The teacher's corrective feedback is one effective intervention that can aid SLA.² Apart

¹ Solomon Ali Dansieh, Edward Owusu, and Gordon Abudu Seidu, "Glossophobia: The Fear of Public Speaking in ESL Students in Ghana," *Language Teaching* 1, no. 1 (2021): 22.

² Dana Ferris, "The Case for Grammar Correction in L2 Writing Classes: A Response to Truscott (1996)," *Journal of Second Language Writing* 8, no. 1 (1999): 1–11; Edward Owusu, "Corrective Feedback and Its Effects on Memoranda and Letters of Students

from that, technology integration into language learning has gained significant traction in recent years, offering innovative tools and resources to facilitate Second Language Acquisition (SLA). The landscape of language learning has been transformed by the proliferation of technology-enhanced language learning (TELL) tools. These innovative digital resources promise to revolutionize the acquisition of second languages, offering learners unprecedented access to interactive, personalized, and engaging learning experiences. As educators and learners increasingly embrace TELL tools, it becomes imperative to critically examine their effectiveness in supporting SLA.³

Language learning has always been a significant challenge for individuals aiming to acquire proficiency in a second language. Traditionally, language instruction relied heavily on textbooks, classroom lectures, and repetitive drills. However, technological advancements have opened up new avenues for language acquisition, offering interactive and engaging tools that cater to diverse learning styles.⁴ Technology-enhanced language learning tools encompass a wide range of digital resources, including language learning apps, online courses, virtual reality simulations, and interactive software. These tools leverage multimedia elements such as audio, video, and interactive exercises to create immersive learning experiences that simulate real-world language use.⁵

Stockwell asserts that integrating technology-enhanced language learning tools into language learning environments has gained considerable attention from educators, researchers, and learners alike.⁶ Proponents argue that these tools offer several advantages over traditional methods, including increased learner motivation, personalized learning experiences, and access to authentic language materials. For this reason, it would be in the best interest of learners for teachers to incorporate technology-enhanced language learning tools in the language teaching process, especially at the KNUST Basic School. According to Hubbard, technology-enhanced language learning tools can provide immediate feedback, adaptive learning pathways, and opportunities for collaborative learning, thereby enhancing the overall effectiveness of language instruction.⁷

However, the effectiveness of technology-enhanced language learning tools in supporting second language acquisition is still a subject of debate. While numerous studies have reported positive outcomes associated with using technology-enhanced language learning tools, others have raised concerns about their efficacy compared to traditional instruction methods. Factors such as learner characteristics, instructional design, the technology available, and pedagogical approach can significantly influence the impact of technology-enhanced language learning tools on language learning outcomes.⁸

The problem is that while many children achieve high proficiency in their Second Language (L2) early, others do not experience the same level of success. This discrepancy raises questions about the factors contributing to language learning outcomes among young learners. One potential factor that has received limited attention is the role of technological tools and devices available in children's homes. It remains unclear whether children who excel in acquiring L2 skills possess greater access to various forms of technological support, which may facilitate language learning processes.

Therefore, this study aims to address this gap in the literature by investigating the relationship between access to technological tools and devices at home and the language proficiency levels of young learners in their second language. By examining this relationship, the study seeks to provide insights into the potential influence of technology on L2 acquisition outcomes among children. Additionally, the study aims to identify any disparities in language learning experiences and outcomes

of Sunyani Technical University, Ghana," *The International Journal of Humanities & Social Studies* 7, no. 4 (2019): 206–19; Edward Owusu, "The Effects of Direct and Indirect Written Corrective Feedbacks on the Business Communication Texts of Technical University Students in Ghana," *Applied Linguistics Research Journal* 4, no. 2 (2020): 25–39.

³ Richard Kern, "Perspectives on Technology in Learning and Teaching Languages," *TESOL Quarterly* 40, no. 1 (March 1, 2006): 183, <https://doi.org/10.2307/40264516>.

⁴ Mark Warschauer, "Technological Change and the Future of CALL," *New Perspectives on CALL for Second Language Classrooms*, 2013, 27–38.

⁵ Carol A. Chapelle, *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research* (Cambridge: Cambridge University Press, 2001).

⁶ Glenn Stockwell, "Digital Media Literacy in Language Teaching," *국어교육연구* 36 (2015): 361–81.

⁷ Philip Hubbard, "CALL and the Future of Language Teacher Education," *CALICO Journal* 25, no. 2 (2008): 175–88.

⁸ Mike Levy and Glenn Stockwell, *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*, 1st ed. (New York: Routledge, 2006).

associated with differences in access to technological resources, thereby informing efforts to support language learning among diverse populations of young learners.

Consequently, this study seeks to investigate the effectiveness of technology-enhanced language learning tools in supporting Second Language Acquisition in some lower primary basic three learners of KNUST Basic School. The research questions that underline the study are:

1. At what level are learners exposed to technology-enhanced language learning tools at home?
2. In which ways do technology-enhanced language learning tools impact Second Language Acquisition?
3. How important is the use of technology-enhanced language learning tools, in Second Language Acquisition?
4. What kind of technology-enhanced language learning tools facilitate Second Language Acquisition?

LITERATURE REVIEW

Technological integration in education has brought about transformative changes, revolutionizing the way students learn and educators teach. Technology encompasses a diverse range of digital tools, platforms, and resources that have reshaped traditional educational practices, making learning more interactive, engaging, and accessible than ever before.⁹ One of the key aspects of technology in education is its provision of multimedia tools, including videos, animations, audio resources, and interactive presentations.¹⁰ These multimedia elements cater to diverse learning styles, capturing student's attention and making learning more engaging and dynamic. This could help learners gain maximum concentration in the language learning process, and in effect, increase learning outcomes. Moreover, technology enables the creation of simulations and virtual laboratories that allow students to experiment and explore concepts in a risk-free digital environment.¹¹ These simulations not only enhance understanding but also promote critical thinking and problem-solving skills.

In Bauer et al., a study that examined the everyday life of adults with smartphones, the researchers found that smartphones have become pervasive in daily life, with individuals frequently utilizing them for various purposes.¹² The study highlights the proactive approach of individuals in leveraging smartphones for educational enrichment, indicating a high level of comfort and familiarity with mobile technology. These findings underscore the importance of smartphones as versatile platforms for language learning and suggest that learners have significant opportunities to engage with technology-enhanced language learning tools in their daily lives. Research also sheds light on how smartphones contribute to the digital landscape and influence learner's exposure to technology-enhanced language learning tools. Findings reveal that smartphones play a significant role in bridging the digital gap among children, providing access to a wide range of digital content, including language learning resources.¹³ The study emphasizes the multifunctional nature of smartphones, highlighting their potential to support language acquisition through various applications, multimedia content, and online platforms. The researchers note that there is a prevalent smartphone use among children and their use for accessing extensive educational materials, which indicates a high level of exposure to technology-enhanced language learning tools.¹⁴ However, the addictive aspect of the use of smartphones especially with social media cannot be overlooked hence, the need for adult authorities in children's lives to regulate the use of smartphones and other technological devices for children. This

⁹ Mike Anderson and Sarah Dexter, "The Impact of Information and Communication Technology (ICT) on Education," *Journal of Educational Technology* 15, no. 2 (2020): 45–60.

¹⁰ Ruth Colvin Clark and Richard E. Mayer, *E-Learning and the Science of Instruction*, ed. Ruth Colvin Clark and Richard E. Mayer (Hoboken, New Jersey: Wiley, 2016), <https://doi.org/10.1002/9781119239086>.

¹¹ J Bacca et al., "Kinshuk International Forum of Educational Technology & Society Augmented Reality Trends in Education: A Systematic Review of Research and Applications," *Educ. Technol* 17 (2014): 133–49.

¹² Johannes Martin Bauer et al., "The Everyday Life of Adults with Smartphones: A Longitudinal Qualitative Approach," *Mobile Media & Communication* 5, no. 2 (2017): 239–55.

¹³ I-Ching Lee et al., "Are We Rational or Not? The Exploration of Voter Choices during the 2016 Presidential and Legislative Elections in Taiwan," *Frontiers in Psychology* 8 (2017): 1762.

¹⁴ Lee et al., "Are We Rational or Not? The Exploration of Voter Choices during the 2016 Presidential and Legislative Elections in Taiwan."

work underscores the transformative impact of smartphones on children's digital experiences and their implications for language learning in contemporary educational contexts.

The Impact of TELL Tools on Language Learning

Language learning is a complex and dynamic process that requires learners to engage in different linguistic inputs and practice various language skills.¹⁵ In recent years, technological advancement has revolutionized language learning, offering learners access to diverse tools and resources that can facilitate and enhance their language acquisition journey. According to Godwin-Jones, mobile devices such as smartphones and tablets have become necessary tools for language learners, providing access to a wide range of language learning apps, videos, podcasts, and online courses.¹⁶ The portability and convenience of these devices enable learners to engage in language learning activities anytime and anywhere fostering a flexible and personalized learning experience.¹⁷

In language teaching, technology can also be very beneficial in diverse ways. Technology offers a wide range of uses in teaching language that enhance the learning experience for students and support educators in delivering effective instruction. One key use of technology in language teaching is the incorporation of online language learning platforms and applications. These platforms provide interactive exercises, quizzes, games, and virtual language laboratories that allow students to practise vocabulary, grammar, pronunciation, and communication skills in a dynamic and self-paced environment.¹⁸ Learners who have the opportunity to learn this way have the possibility of increasing their learning outcomes and proficiency levels.

Additionally, online language learning platforms often include features for tracking progress, receiving instant feedback, and accessing supplementary resources, enhancing the effectiveness of language learning outside the traditional classroom setting. Technology also enables collaborative learning experiences in language education through virtual classrooms, online discussion forums, and social media platforms.¹⁹ These collaborative tools facilitate communication and collaboration among students, enabling them to engage in meaningful language practice, peer feedback, group projects, and cultural exchanges. Such collaborative activities not only enhance language skills but also promote intercultural competence and global awareness among learners.

Furthermore, technology supports differentiated instruction and personalized learning in language education. Adaptive learning systems and language learning software can analyse individual student performance, identify areas of strength and improvement, and tailor learning activities and content to meet each student's unique needs and learning goals.²⁰ This personalised approach to language learning maximizes student engagement, motivation, and learning outcomes.

Challenges of Using TELL Tools

Research has revealed some challenges associated with using TELL tools in language learning (especially among primary school pupils). One key challenge is the digital divide, where pupils (especially in the context of Africa) may lack access to reliable Internet connectivity or appropriate devices. This may hinder their ability to fully engage with online language learning materials.²¹ This can disrupt the learning process and impede the learner's learning progress. These technical difficulties are also likely to cause frustration and disengagement among learners.

¹⁵ Patsy Lightbown and Nina Spada, *How Languages Are Learned* (Oxford: Oxford University Press, 1993).

¹⁶ Robert Godwin-Jones, "Smartphones And Language Learning," *Language Learning & Technology* 21, no. 2 (2017): 3–17.

¹⁷ George M Chinnery, "Going to the MALL: Mobile Assisted Language Learning," 2006.

¹⁸ Phillip Hubbard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide* (Michigan: University of Michigan Press, 2013).

¹⁹ D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (San Francisco: Jossey-Bass, 2018).

²⁰ Kurt VanLehn, "The Relative Effectiveness of Human Tutoring, Intelligent Tutoring Systems, and Other Tutoring Systems," *Educational Psychologist* 46, no. 4 (2011): 197–221.

²¹ Warschauer, "Technological Change and the Future of CALL."

Moreover, technology-mediated language learning may pose privacy and security concerns, especially when using online communication tools or storing sensitive student data, necessitating measures to safeguard student information.²²

The use of technological devices (such as smartphones and computers) often serves as a source of distraction due to the presence of non-educational content such as games, entertainment applications, and social media.²³ Most young learners may find it difficult to maintain focus and productivity during their personal language learning sessions when faced with these distractions. This can lead to reduced learning outcomes. Thus, even though TELL tools can aid the Second Language Learning process, they may also pose some challenges to Second Language Learners. While language translation tools can be useful for quick reference, they can inhibit learner's ability to develop their vocabulary, grammar, and language production skills, independently. This can also lead to a mere surface understanding of the target language hindering language acquisition. Furthermore, in Abi-Jaoude et al., it was found that the use of smartphones by the youth can affect their mental health.²⁴

METHODOLOGY

The study adopted a qualitative research approach with a corresponding phenomenological research design. Qualitative methods allow for in-depth exploration and interpretation of complex phenomena within their natural contexts, providing rich, nuanced insights into learners' interactions with technology and its impact on their language learning processes.²⁵ By employing phenomenological research design, this study seeks to capture the diversity of perspectives and experiences among language learners, uncovering the underlying mechanisms and dynamics of technology-mediated language learning.

Population, Participants, Sampling, and Data Analysis

The study was conducted in the Oforikrom Municipality in the Ashanti region of Ghana. The predominant language spoken in the area is Asante Twi. Twenty-five participants for the study were selected from the basic three class of KNUST Basic School in Kumasi. This number was chosen out of a total of forty-five learners. Out of this number, fourteen were girls and eleven were boys. Their ages ranged between 7 and 8 years. These participants were selected because learners in basic three are in the early stages of language acquisition, which makes them ideal subjects for studying the effectiveness of language learning tools in Second Language Acquisition. Their experiences with technology and language learning may be formative, and understanding their perspectives can provide insights into how these tools impact language acquisition at a crucial developmental stage. Also, children at this age are often more open and expressive than older learners. They offered candid insights into their experiences with technology-enhanced language learning tools, making it easier for the researchers to gather rich qualitative data through interviews. Thematic analysis was used in analysing the interview transcripts and observational notes. This method enabled the systematic identification of patterns, themes, and categories within the data, facilitating the generation of meaningful interpretations. Member checking was employed to validate preliminary findings with participants, ensuring the credibility and trustworthiness of the study findings.

Ethical Considerations

Ethical issues are imperative in scientific research, especially in situations where human subjects are involved. Since the participants involved were minors, the following ethical arrangements were initiated:

²² Tzu-Yu Liu and Shih-Chieh Hsiao, "Improving Data Privacy and Security Measures in ICT-Supported Language Learning Environments," *Educational Technology & Society* 22, no. 4 (2019): 155–68.

²³ Larry D Rosen et al., "The Media and Technology Usage and Attitudes Scale: An Empirical Investigation," *Computers in Human Behavior* 29, no. 6 (2013): 2501–11.

²⁴ Elia Abi-Jaoude, Karline Treurnicht Naylor, and Antonio Pignatiello, "Smartphones, Social Media Use and Youth Mental Health," *Canadian Medical Association Journal* 192, no. 6 (February 10, 2020): E136–41, <https://doi.org/10.1503/cmaj.190434>.

²⁵ J. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 2nd ed. (Thousand Oaks, CA: Sage Publications, Inc., 2013).

- The parents/custodians of the participants were fully informed about the purpose, procedures, and potential risks and benefits of the study. So, their voluntary consent was obtained before the data was collected.
- The participants' confidentiality was strictly maintained, with data anonymized and stored securely.
- The participants were given the right to withdraw from the study at any time without any form of consequences.
- Reflexivity was maintained throughout the research process to acknowledge and minimize potential biases and assumptions.

PRESENTATION OF FINDINGS

This section presents the findings of the study.

Table 1: Bio Data of Participants

Participant	Class	Age	Sex	Living situation	Residential area 1	Reading ability	Native language
1	3	8	Male	W P	Anwomaso	Excellent	Dagomba
2	3	9	Female	WP	Kotei	Very good	Twi
3	3	8	Female	WP	Gyinyase	Excellent	Twi
4	3	9	Male	WP	Aprade	Excellent	Twi
5	3	8	Male	WP	Sawaba	Poor	Twi
6	3	8	Male	G	Appiadu	Good	Twi
7	3	9	Female	WP	Ejisu	Excellent	Fante
8	3	8	Male	WP	Apromase	Poor	Twi
9	3	9	Male	W P	Anwomaso	Poor	Damba
10	3	8	Female	W P	Emena	Average	Twi
11	3	8	Female	W P	Domeabra	Excellent	Twi
12	3	8	Male	W P	Hall six	Poor	Ewe
13	3	8	Female	W P	Ayigya	Excellent	Twi
14	3	8	Male	W P	Campus	Average	Twi
15	3	9	Male	W P	Oduom	Very good	Twi
16	3	9	Male	W P	Maxima	Very good	Ewe
17	3	8	Female	W P	Suame	Poor	Twi
18	3	9	Female	G	Anwomaso	Poor	Twi
19	3	8	Male	W P	Tanoso	Excellent	Twi
20	3	9	Female	W P	Domeabra	Excellent	Bono
21	3	8	Female	W P	Nhyiaeso	Excellent	Twi
22	3	8	Female	W P	Amakom	Excellent	Twi
23	3	9	Male	G	Ayeduase	Very good	Twi
24	3	9	Female	W P	Atonsu	Good	Twi
25	3	8	Male	WP	Boadi	Excellent	Twi

Source: Fieldwork, 2023. WP-with parents G-guardians

From Table 1, it is obvious that their ages ranged between 8-9. Again, it is clear that the majority of them were Asante Twi native speakers. The majority of them had a reading ability of either 'excellent', 'very good', or 'good.' Only a few had 'poor' or 'very poor' reading ability.

Learners' Level of Exposure at Home

This section examines the extent of learner's exposure to TELL tools at home. Through a concise presentation of data relating to learners' technological exposure at home, this objective sets the stage for a deeper understanding of how familiar technological environments may influence language acquisition outcomes. The following are some participants' responses per this objective:

"As for the iPhone, I use it daily to learn and entertain myself. The laptop, once in a while, and the news, almost every day." -One response.

“I listen to the news every evening and on weekends on my Bluetooth device. I listen to songs and watch action movies on my laptop. During vacations and on weekends. Yes, I watch DSTV; Teen Titans, Disney Junior, Nickelodeon, and Jimjam. I also watch Woezor TV and Globe TV.”- Another response.

“I watch Nat Geo World because my father always tells me that, I should watch Nat Geo World so that I will learn more things about animals. But I do not watch it all the time. Sometimes I understand and other times I don't. I also learn new words when I'm watching” -Another response.

“I use my tablet whenever I close from school”-Another response.

These learner responses provide valuable insights into their exposure to technological tools at home and a glimpse into the technological habits and preferences of learners within their home environments.

Ways in Which Tell Tools Impact Second Language Acquisition

Here, the research delves into the realm where technology intersects with Second Language Acquisition, exploring the diverse ways it revolutionizes and enhances the Second Language Learning experience. The following are some participants' responses per this objective:

“See, anytime I go researching on Google on my iPhone and make a mistake it teaches me the right word and spelling and I put that in mind. Sometimes, I use it to entertain myself and learn very big words. I normally play Game of Words on my mum's phone. They give you a group of six letters and tell you to form as many words as you can. Normally they make you form thirteen words. I also use Duo lingo. Duo lingo is an App used to learn languages which can teach you so many languages around the world.”- One response.

“There are reading materials on the tablet that help me learn how to read. I also watch English language lessons on the Ghana Learning channel. When I am watching cartoons, I read the subtitles that come under them, and what I don't understand, I ask my parents to help me. So, it helps me learn the English well.” -Another response.

“Yes. Because it helps me to learn new words. The Ghana Learning channel teaches new English words and good habits. I play kids learning, it's on my laptop. It is about how to speak English properly”-Another response.

These learner responses underscore the diverse ways in which technology intersects with Second Language Acquisition. From leveraging search engines like Google on smartphones to playing language learning games and utilizing dedicated language learning apps like Duo lingo, technology serves as a versatile tool for expanding vocabulary and reinforcing language skills.

How Important is the Use of TELL Tools, in Second Language Acquisition?

This objective explored the crucial role of technology-enhanced tools in Second Language Acquisition. By presenting participant responses, the research aims to bring to light, the significance of technology in shaping and enhancing the language acquisition process. The following are some participant's responses per this objective:

“To travel around the world to visit Britain and other English-speaking countries so that I will be able to speak it well and communicate with them” - One response

“So that I will be able to speak better when I travel”-Another response.

“To help me learn how to speak it.” – Another response.

“It helps me learn new words” –Another response.

“Yes; because some of them speak good English and I want to learn it.” -Another response.

These participant responses underscore the intrinsic motivation to master a Second Language for effective communication, and the important role technology plays in the Second Language Acquisition journey.

The Kind of TELL Tools that Facilitate Second Language Acquisition

In today's digital age, technology has become an integral part of language learning, offering a myriad of tools and resources that enhance the Second Language Acquisition process. The researchers sought the diverse array of technological tools that transform and enrich the Second Language Learning experience, empowering learners to achieve proficiency and fluency in their target language. The following are some participant's responses per this objective:

"Yes, please. An iPhone and a laptop along with a TV. iPhone 11." -One response.

"Tablet, TV and laptop." - Another response.

"laptop, television, Bluetooth device. Woezor TV, Globe TV, Disney Junior, Nick Junior, Nickelodeon, Jimjam" - Another response.

"Joy Prime spelling Bee, Ghana Learning Channel" -Another response.

These responses from learners highlight a range of technological tools that play pivotal roles in their language acquisition journey. From personal devices like iPhones and laptops to tablets and TVs, learners are exposed to a diverse array of platforms for language learning.

DISCUSSION

This section discusses the issues that emanated from the research questions/objectives further.

Learners' Level of Exposure to TELL Tools

The data from the interviews reveal that a majority of the participants, (i.e., 19 out of 25, reported high levels of exposure to technological tools at home. The participants' responses shed light on the various devices and platforms they engage with regularly, indicating a significant immersion in technology-rich environments. For instance, several participants mentioned that they use their smartphones daily for educational and entertainment purposes. This frequent interaction with smartphones suggests a high level of comfort and familiarity with mobile technology, which aligns with research, highlighting the pervasive nature of smartphones in daily life.²⁶ The consistent usage of smartphones for learning indicates a proactive approach to leveraging technology for educational enrichment, potentially leading to increased language exposure and skill development.²⁷

Similarly, participants highlighted regular engagement with laptops and tablets, particularly for accessing news, watching movies, and engaging with educational content. This multifaceted use of devices reflects findings that suggest learners often utilize technology for a variety of purposes beyond traditional learning activities.²⁸ Analysing the general responses from learners, it appears emphatic that societies are in a technological age, as most learners are largely exposed to technological tools, which are used for diverse purposes, including activities that develop the learners' Second Language Learning. The learners cited specific TV channels and programs, such as National Geographic and educational cartoons, which underscores the diverse range of content available to learners, which can contribute to their Second Language Acquisition. The high level of exposure to TELL tools observed among participants suggests the opportunities at their disposal to enhance their language proficiency, broaden their knowledge base, and develop critical thinking skills in a technologically mediated world.

Ways in which TELL Tools Impact Second Language Acquisition

The participants' responses to this objective provide valuable insights into how technology-enhanced tools impact Second Language Acquisition. Some participants mentioned the use of Google on their smartphones. With this, learners have instant access to information, enabling them to quickly correct

²⁶ Bauer et al., "The Everyday Life of Adults with Smartphones: A Longitudinal Qualitative Approach."

²⁷ H. Lee, S. H. Lee, and J. Christopher Bae, "Smartphones and Children's Digital Divide: Focus on Digital Content in the Korean Context," *Computers in Human Behavior* 55 (2016): 485–91.

²⁸ Hubbard, "CALL and the Future of Language Teacher Education."

mistakes in their write-up, and expand their vocabulary. Language learning apps like Duo Lingo and Game of Words were also found to be regularly used by participants which tend to offer interactive lessons tailored to individual proficiency levels, providing structured instruction and practice opportunities. This can also promote vocabulary expansion through fun and challenging activities. This is consistent with the literature. Chinnery emphasizes technological advancement and its revolution on language learning, offering learners access to diverse tools and resources that can facilitate and enhance their Second Language Acquisition journey.²⁹ This assertion is evident in the participants' responses that were obtained. According to the writer, Mobile devices such as smartphones and tablets have become necessary tools for language learners, providing access to a wide range of language learning apps, videos, podcasts, and online courses. Access to smart devices and diverse language learning apps contributes immensely to learners' Second Language Acquisition journey.

The learner's access to reading materials on tablets, educational programs on channels like the Ghana Learning Channel, and interactive learning modules on laptops further enrich the Second Language Learning journey by providing varied learning resources and opportunities for practice. Through these platforms, learners not only engage with language in diverse contexts but also develop essential language skills such as reading, vocabulary acquisition, and pronunciation, ultimately enhancing their overall language proficiency.

How Important is the Use of TELL Tools in Second Language Acquisition?

The responses from participants under this objective underscore the significance of technology-enhanced tools in Second Language Acquisition. Technology serves as a convenient and accessible tool for language acquisition. The participants expressed a valuable desire and aspiration to travel to English-speaking countries. To them, this will enhance their Second Language speaking skills. This desire explains their utilization of technology-enhanced tools to facilitate their Second Language Acquisition process, indicating that, technology provides a means to enhance language skills. Furthermore, the participants cited technology's role in facilitating language learning itself. Whether through apps, online resources, or digital media, technology offers diverse avenues for language practice and skill development. Participants recognize technology's capacity to help them learn new words and improve their language proficiency, demonstrating its efficacy as a learning aid.

By this, Stockwell asserts that the ability to incorporate various forms of media such as smartphones and tablets, facilitates a deeply engaging and interactive experience through interactive exercises, multimedia content, and real-time communication with native speakers.³⁰ This experience will help learners attain native speaker fluency and help them communicate well when they travel to native speaker countries.

Hubbard also adds to the conversation of the importance of technology-enhanced tools in Second Language Acquisition by positing that, computers and laptops as well as digital voice recorders play a significant role in Second Language Learning.³¹ According to him, these devices enable learners to record and review their spoken language production, pronunciation, and conversational skills. This empowers learners to engage in self-directed practice and reflection, allowing them to identify areas for improvement and monitor their progress over time. By these assertions, it can be concluded that technology-enhanced tools are very important in learners' Second Language Acquisition process as they help them build a good vocabulary bank and empower them with good communication skills.

TELL Tools that Facilitate Second Language Acquisition

The data obtained from the field regarding the technological tools used to enhance Second Language Acquisition provides insight into the diverse range of resources available to language learners. The participants mentioned a variety of devices such as iPhones, laptops, tablets, and TVs, alongside specific applications and channels like Woezor TV, Globe TV, Disney Junior, and educational programs like Joy Prime Spelling Bee and the Ghana Learning Channel.

²⁹ Chinnery, "Going to the MALL: Mobile Assisted Language Learning."

³⁰ Glenn Stockwell, "A Review of Technology Choice for Teaching Language Skills and Areas in the CALL Literature," *ReCALL* 19, no. 2 (2007): 105–20.

³¹ Hubbard, "CALL and the Future of Language Teacher Education."

Hubbard emphasizes the importance of incorporating technology into language learning, suggesting that it can provide learners with authentic and meaningful language experiences.³² The participant's access to devices like laptops, tablets, and smartphones aligns with this notion, as these tools offer opportunities for interactive and engaging language practice. For example, smartphones and tablets can host language learning applications that offer features like flashcards, quizzes, and interactive exercises, facilitating vocabulary acquisition and grammar practice.

Additionally, the presence of educational programs and channels such as Joy Prime Spelling Bee and the Ghana Learning Channel reflects the utilization of specific technology-enhanced tools that provide language learners with exposure to authentic language input, as advocated by Ellis.³³ These programs likely offer content tailored to language learners' proficiency levels, helping them develop listening and comprehension skills in a contextually relevant way.

Furthermore, the availability of diverse content from channels like Disney Junior and Nick Junior, as well as platforms like Woezor TV and Globe TV, corresponds with the notion of input enhancement proposed by Richards and Schmidt.³⁴ Exposure to a variety of language-rich materials through these channels and platforms can support vocabulary expansion, grammar comprehension, and overall language proficiency development.

Therefore, it is worth noting that, the data obtained from the field, highlights the diverse range of technological tools available to support Second Language Acquisition. These tools offer learners opportunities for authentic language practice, exposure to meaningful input, and engagement with diverse language materials, ultimately enhancing their overall language proficiency.

Even though, most participants reported having access to technology-enhanced language learning tools, a few other participants testified to having virtually no access to TELL tools. The participants in this category were also virtually unable to read the reading text that was presented to them. Even though TELL tools are not the only factor that facilitates Second Language Acquisition, holding all other variables constant, it could be asserted that learners' lack of access to TELL tools has contributed to their poor performance and proficiency in their Second Language.

RECOMMENDATIONS

Based on the findings of this investigation, several recommendations can be made for educators, policymakers, and parents. Firstly, there is a need for investment in infrastructure and resources to ensure equitable access to technology for all learners. Also, professional development programs should be provided to educators to enhance their digital literacy skills and pedagogical knowledge for integrating technology-enhanced language learning tools into language teaching effectively. Additionally, collaboration between researchers, educators, and technology developers is essential to design and implement high-quality TELL tools that meet the diverse needs of language learners.

Finally, it is recommended that parents support their children's Second Language Learning through TELL tools to prioritize quality resources that offer engaging and age-appropriate content. Parents are encouraged to set clear boundaries for screen time while ensuring that language learning activities are integrated into daily routines. Parents can also actively participate in language learning activities with their children to provide encouragement and reinforcement, monitor their progress regularly, celebrate achievements, and address any challenges together.

CONCLUSION

This research delved into the effectiveness of TELL tools in aiding Second Language Acquisition. It aimed to assess the extent of learner's exposure to these tools at home, understand their impact on language acquisition, evaluate their importance in the learning process, and identify specific tools that facilitate language learning. Through a systematic exploration of these objectives and corresponding research questions, the study highlighted several important insights. It revealed a growing trend of learners engaging with TELL tools beyond classroom environments, indicating a shift towards more

³² Hubbard, "CALL and the Future of Language Teacher Education."

³³ Rod Ellis, *Second Language Acquisition* (Oxford: Oxford University Press, 1997).

³⁴ Jack C. Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics* (London: Pearson Education, 2002).

integrated and personalized language learning approaches that facilitated Second Language Acquisition.

Also, the research illuminated the diverse ways in which TELL tools impacted Second Language Acquisition. These tools were found to offer opportunities for interactive and engaging learning experiences, facilitating improved language proficiency through multimedia resources, adaptive learning platforms, and real-time feedback mechanisms. Further, the study emphasized the significance of TELL tools in the process of Second Language Acquisition. As evidenced by the findings, the effective utilization of technology can help learners build a good vocabulary bank that can enhance their communication skills.

Again, the research identified various types of TELL tools that have been shown to facilitate Second Language Acquisition. Some of them are various television channels, smartphones, and computers. The diversity of available tools brings to bear learner's exposure to diverse language learning materials catering to different learning styles and preferences. This broad spectrum of resources enhances immersion, engagement, and ultimately proficiency in the target language, reinforcing the significance of embracing technology in language education. In sum, the investigation into the effectiveness of technology-enhanced language learning tools in supporting Second Language Acquisition has revealed valuable insights into the potential benefits and challenges of integrating technology into language learning. From the data gathered for the study and empirical evidence, holding all other variables constant, it can be concluded that Technology-Enhanced Language Learning (TELL) tools greatly aid Second Language Acquisition.

However, even though TELL tools pose numerous advantages in supporting Second Language Acquisition, there are also limitations and challenges associated with the use of technology in language learning. Issues such as access to technology, digital literacy skills, and the quality of educational software can impact the effectiveness of TELL tools. Furthermore, there is a need for further research to better understand how to effectively integrate technology into language education and to identify best practices for optimizing its benefits.

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