

# Insights Into How Digital Tools and Platforms Facilitate Foreign Language Learning and Reflections on Ethical Issues

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**Abstract**—This article investigates the latest language teaching and learning digital platforms, particularly concerning the impact of emerging instructional technologies and digitalized communication on foreign language learning. Computer systems, tablets, and smartphones are all considered as they relate to the effects of rapidly developing technological innovations. The study also shows interest in the ethical concerns of using digital tools and platforms. The data was gathered employing a questionnaire that modelled the effect of instructors on students' independent and self-guided use of technology in language study. Fifty high school teachers and 250 high school students were polled for the study. The study's population was determined by its goals, and online surveys were sent to educators and their students. Six digital platforms were investigated: Kahoot, Kahoot Jumble, Quizlet, Quizlet Live, Duolingo, and Sporcle. The data presented and analyzed indicated a significant effect of digital tools on the learners' attitudes toward learning a foreign language. Over 80% of teachers and students accept that digital tools and platforms facilitate foreign language learning. The result further suggests a gender perspective on the usage of digital tools, with female participants dominating the usage. Also, there are ethical concerns, wherein over 70% of the students reiterate that teachers must respect their digital privacy. The results of this research could help general education teachers encourage their students to use digital tools effectively when studying a foreign language.

**Index Terms**—digital technology, foreign language learning, digital platforms, digital privacy, ethics in digital tools

## I. INTRODUCTION

Different digital tools and applications have increasingly facilitated foreign language teaching. In the same way, students are motivated to improve their foreign language proficiency through technological tools. Contemporary educational program designers mainly embrace the viability and functionality of digital technological tools and systems, including in foreign language education. As Lin et al. (2021) asserted, the implementation of technological advancements in foreign language education has assisted teachers in improving their teaching styles and competence and also assisted the learners in different ways, including improving attitude towards the foreign language in the area of motivation and also in aspiration for native-like competence in the foreign language.

Teachers of foreign languages may keep up with rapidly evolving technological developments, except they fall behind their students. School decision-makers, language instructors, and students must work together to make the most of the available tools so that no one falls behind. Consequently, language consultants and instructors must take a proactive stance on technological knowledge, considering a broad range of principles and factors related to the use of technology in a foreign language, bilingual education, and language production. There needs to be thought given to both the current state of technology and what can reasonably be expected.

Almost every aspect of contemporary life has benefited from technical progress. By offering a medium for the dissemination of knowledge and the dissemination of information, technology has played an increasingly important role in the field of foreign language education (Toven-Lindsey et al., 2015). The vast majority of research has focused on improving CASL (Computer Assisted Language Learning), with many studies highlighting the importance of establishing expert groups to further technology in foreign language education (Katushemerewe & Nerbonne, 2015).

In this study, the focus is to expound and explore how the proliferation of digital technology has modified traditional methods of foreign language learning in the classroom, with implications for how people acquire and use language. Three major strategies have been devised that can significantly assist English as a foreign language learners and instructors by incorporating technology into practice, ensuring a complete grasp of the latter skills. This report will also assess how well a given technology works in various contexts, such as schools, universities, and economies. A critical examination of how language teaching and learning have changed in response to technological advancements and the effects of technology on the nature and environment in which language is used and taught are central concerns. This work will highlight how various forms of technology can boost student enthusiasm and involvement in studying a foreign language. In addition, specific recommendations for how non-native speakers of English can improve their language skills will be offered.

## II. LITERATURE REVIEW

Arrays of studies have explored the application of technological tools in advancing foreign language learning in the classroom. Anshari and Guan (2015) argued that the application of digital technology in foreign language learning remains an area in second language education research that has attracted the attention of researchers. Here, the review focuses on the nature of technology in foreign language education, its impacts on students, and how teachers have improved their teaching abilities through technology.

### A. *Technology in General Learning*

It has become evident that today's students need to be proficient in a variety of technologies to make the most of the educational opportunities available to them. Researchers like Bauerlein (2009) and Carr (2010) take a pessimistic view, seeing technological tools as a harmful influence that has caused damaging consequences on the reading and learning style of high school students, despite the benefits of technological knowledge which different researchers have explored. According to Carl (2010), students in the 21st century are less able to think rationally and thoughtfully and have less ability to concentrate on others because of the attitude connected with the accessibility of knowledge on the internet. This suggests that there have been substantial disadvantages, especially concerning the social lives of the students, despite the benefits mentioned above.

A few researchers, like Thurlow (2006), admit that the current state of technology is detrimental to language learning. They see non-standard digital settings as undermining, warping, and violating the language acquisition process. Consequently, instructors are frequently uncertain about whether or not to incorporate modern technologies into the school context while also wondering if they are exercising proper preference during the process. One important caveat, however, is that teachers cannot ignore the widespread adoption of digital tools in the classroom. Technology has become ubiquitous, permeating virtually every facet of modern life. Therefore, without the help of new technologies, today's language instruction may result in restricted simulated or fake classroom activities that do not adequately meet the requirements of the students and fail to accomplish the intended goals.

Instructors may pay close attention to students' use of technological tools in the classroom not because of any inherent danger or benefit posed by such tools but because of their profound impact on students' ability to learn and understand linguistic terms. Kern (2015, p. 109) asserted, "not as a deterministic and autonomous force, but rather in the context of interaction with a wide array of factors including but not limited to material constraints, situational context, social conventions, and individual volition, technology has the potential to significantly impact how the people at various instances use language".

Teachers of foreign languages are often charged with helping their students make the connection between grammar and societal standards, and they must keep in mind how language education has changed over time and through various mediums. As opposed to critically evaluating the application of technologies for instruction and acquiring knowledge, the primary goal of this study is to focus on the acceptability of these technological tools, the impacts on teachers and students, and their operational use in classroom instruction and learning of languages, which are rarely addressed in studies, in the hopes of contributing to this body of knowledge.

### B. *Technology in Foreign Language Learning*

Foreign language learning is an aspect of language education, and specific activities are prominent in the classroom. The students learn the structure and patterns of the foreign language, mainly the grammatical structure and pronunciation practices and approaches to combining the words to form more significant expressions. In the case of English as a foreign language, there is no one generally accepted method for teachers in the classroom. What is significant is that the use of technological tools has assisted the teachers in delivering their content, assisted the learners in absorbing the content, and improved their language development (Benson, 2015; Hubbard, 2016; Kern, 2016).

Emerging digital technology mechanisms have been designed which are more effective and quicker in information dissemination and communication. Notwithstanding, all of the systems depend on human involvement to function correctly. The improvement in technological advances has also resulted in the transformation of how individuals interact. Within linguistics, acquiring the skills necessary to use such systems efficiently has surfaced as an urgent requirement that must be satisfied (Lai, 2015). For example, the twenty-first century saw social network groups' birth and rapid growth. These communities are designed to help participants "remain connected" by offering the possibility of sharing knowledge and addressing issues with one another.

On the other hand, the fact that people have figured out how to interact via these channels is a significant factor in the success of such platforms. In a similar vein, technological developments are inextricably connected with people's capacity for communication, which, in part, is predicated on using a particular language. In terms of analysis, how people study and write and the instruments they employ are of utmost significance.

Chapelle (2019) argued that classroom instruction and student comprehension were both enhanced by the incorporation of digital tools. Technology in the classroom allows educators to serve their students better. As argued by Lin et al. (2021), applying technological devices will enable instructors and students to create local and international communities that link them to people and increase their educational possibilities. They went on to say that the potential advantages of digital technology in language classes are not guaranteed and are contingent on the methods employed by individual instructors.

As the traditional chalkboard and talk method of instruction is inadequate for the modern foreign language classroom, Sauro (2014) argues that fundamental changes have been implemented in the classroom. Healey et al. (2018) asserted that well-organized classrooms teach students to study effectively. An interactive classroom that uses technology is more beneficial to students' learning than a traditional lesson setting. Even if they are not technologically savvy or adept with computers, instructors should still seek ways to incorporate technological tools into their lessons (Geisler et al., 2017; Lai, 2015; Rego, 2015). English instruction has undergone a dramatic transformation due to the incorporation of technology. It offers a plethora of options that make education more engaging and fruitful in terms of progress (Kittler, 2019).

Teachers in conventional classes typically stand facing their students while using a chalkboard or blackboard to present lectures, explanations, and other forms of teaching. When it comes to technological progress, these procedures need updating. Grammar, morphology, and syntax familiarization are vital areas that benefit from students' exposure to digital materials in the classroom. Multimedia education incorporates paper books, videos, and the Internet to help students improve their language skills. Students can gather knowledge from various sources, including the Internet, movies, and books (Anshari & Guan, 2015). In their respective articles, Benson (2015) and Lai (2015) argued that putting students in charge of their education rather than the instructor is one of the most significant benefits of using technology in the classroom. They stressed that students take more ownership of their education when given authentic learning opportunities like using computers in language classes.

Carr (2011) contended that using computers in the classroom indicates a natural learning environment that fosters increased student accountability. Technological advances promote individualized learning and the development of mature character traits. Learners gain initiative through the ability to use technology on their own. Anshari and Guan (2015) found that students were more motivated to learn when they had access to the internet. Students gain a deeper understanding of the material and build their passion for learning by watching films about it. Technology, such as smartphones and online databases, can help students study more effectively. Higher-order reasoning abilities are facilitated by the use of technology in education. A potent blend of technology and tried-and-tested methods of instruction is essential if teachers are to pique their students' interest in English as a foreign language (Kern, 2016; Sauro, 2014; Healey et al., 2018).

### *C. Different Technological Tools and Platforms in the Foreign Language Classroom*

All instructors, including those specializing in teaching foreign languages, have a moral obligation to ensure their students are literate in the digital realm. Students should not only learn how to use Microsoft Word, electronic mail, and other professional life technologies but also use technologies that help them become "fluent" learners, continually expanding their knowledge and abilities. Learners will have the ability to establish their objectives, take ownership of their educational experience, as well as perform in forms that attract most to them personally with the aid of digital tools, allowing them to have those crucial, authentic, 'real-world' discussions faster (Lin et al., 2021). Teachers can better prepare their students for the modern world due to these materials. Some of these digital technological tools that assist in facilitating and motivating students in the foreign language classroom are discussed below:

- i. **Quizlet:** Quizlet is an early example of instructional technology. Once just flashcard software, it has since expanded to include a variety of learning tools, including multiple-choice tests, conventional flashcards, writing prompts, and even translation. It's the pinnacle of adapting lessons to meet the needs of a diverse student body. Although it is most commonly used for memorization, this resource can also teach syntax if instructors are inventive. Many educators have found it helpful in teaching students to translate verbs to become fluent in using different verb forms (Lin et al., 2021). Ensuring that students sign up for an account allows them to "attend your classroom" digitally, where the instructor can track which activities and games have been finished by which students and how far along the class, in general, they are in learning a given lexical word.
- ii. **Kahoot Jumble:** Students can practice the language in the setting of writing and word order with the help of Kahoot Jumble, which is a fantastic digital instrument. For this exercise, students are asked to reorganize a sentence broken into significant sections according to their understanding of grammar rules. This software is highly effective when used with other practice activities for a specific language area. It can be a technological and physical alternative to fast writing tasks for the educator. Many educators have used Kahoot Jumble to test students on various topics, including comparative and superlative adjectives, near past and future tenses, adjective location, question formulation, and general grammatical patterns.
- iii. **Sporcle:** Sporcle is a fantastic tool for enhancing learning beyond the classroom. When students finish their assignments early, they can take a break and enjoy the site's many entertaining tests on language, culture, and knowledge. In addition, it's a fantastic way to find assignments worth bonus points. These tests are also great for use in language or culture groups.

There are other digital tools for learning a foreign language in the classroom. Those mentioned above are a few that helped situate the data collation process and result analysis. However, in terms of hardware, the use of smartphones, tablets, and computer sets like laptops and desktops, among others, are functionally necessary for contemporary foreign language learning in the classroom.

## III. RESEARCH METHODOLOGY

This survey study utilizes the quantitative research design aimed at unveiling the degree of familiarity of foreign language learners with the use of different digital tools that facilitate language learning in the classroom and also expounding on the extent to which those tools motivate the students. Various aspects of the study methodology are further explicated below.

#### *A. Sampling and Sampling Size*

The study sampling includes both students and teachers from different high schools. A total of 50 teachers polled from five other high schools, five teachers from each school, participated in the study. Similarly, 250 students participated in the study, wherein 50 students were polled from each school alongside the teachers. In other words, in each of the five schools that were selected for the study, five teachers and fifty students were selected. As such, the total study sample is 300 participants. The sample size was determined through a purposive sampling strategy. The focus is on schools that implement the use of digital tools to facilitate teaching a foreign language.

#### *B. The Instrument for Data Collection*

A structured questionnaire was used for the study. The questionnaire was structured into two parts. The first part of the questionnaire focused on demographic concerns, including gender and age. The second part was the main questions on using digital technological tools. Two separate questionnaires were developed, one for the teachers and the other for the students. In the second part of the questionnaire for the teachers, the focus was on their experience in using digital tools, evaluation of the impacts of the tools, and issues of ethics surrounding the use of these tools. The second part of the questionnaire for the students also focused on their experience using digital tools to facilitate their learning of foreign language in the classroom, how the tools have impacted their motivation, and issues of ethics in terms of negative impacts. Both open-ended questions and a five-point Likert Scale were also used to structure the questionnaire.

#### *C. Data Collection Procedure*

The questionnaires were distributed electronically. One teacher from each of the five schools was appointed to manage the distribution and collection of the electronic questionnaires. As such, the teachers shared the questionnaires with other teachers and students. The channels for distributing questionnaires include email addresses, WhatsApp messaging, and direct Twitter messages where necessary. An ethical form is also attached to the questionnaires to ensure their participation was voluntary. This is different from letters of approval from the selected high schools.

#### *D. Method of Data Analysis*

The data was analyzed using necessary statistical tools, including tables and charts. The percentage values were calculated and inputted; the mean and Standard deviations were also calculated.

### IV. RESULT AND DISCUSSION

The presentation of the result and the required discussion are documented in different sections below, as the focus is to explicate the degree of usage of digital tools in a foreign language classroom, the impacts, and the ethical considerations.

#### *A. Result*

The data gathered is presented in five different sections, including a presentation of the demographic data and the general discussion of the impacts of digital tools in the foreign language classroom and ethical concerns. Each section presents data from the teachers and the students.

##### *(a). Demographic Variables*

Gender variation is the only demographic variable considered in terms of its impact in the classroom. The gender variations are presented in the charts below:

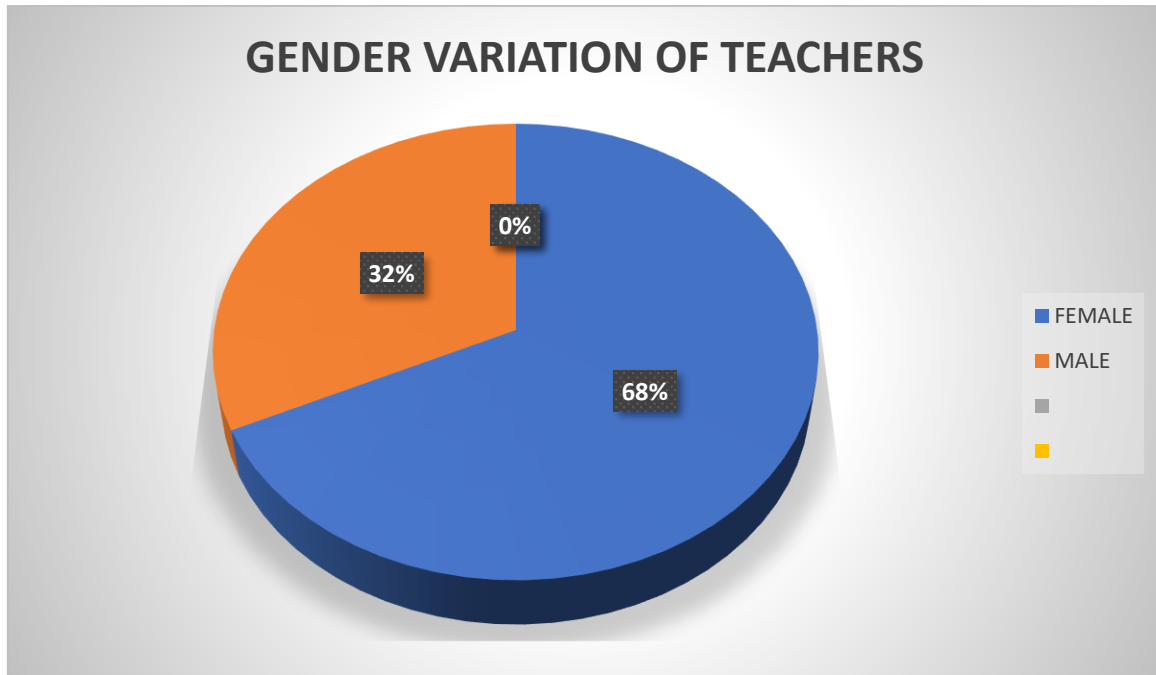


Figure 1. Gender Variation of the Teachers

Data collected indicate that 50 teachers participated in the survey, wherein the female participants dominated with about 68%, leaving the males at 32%.

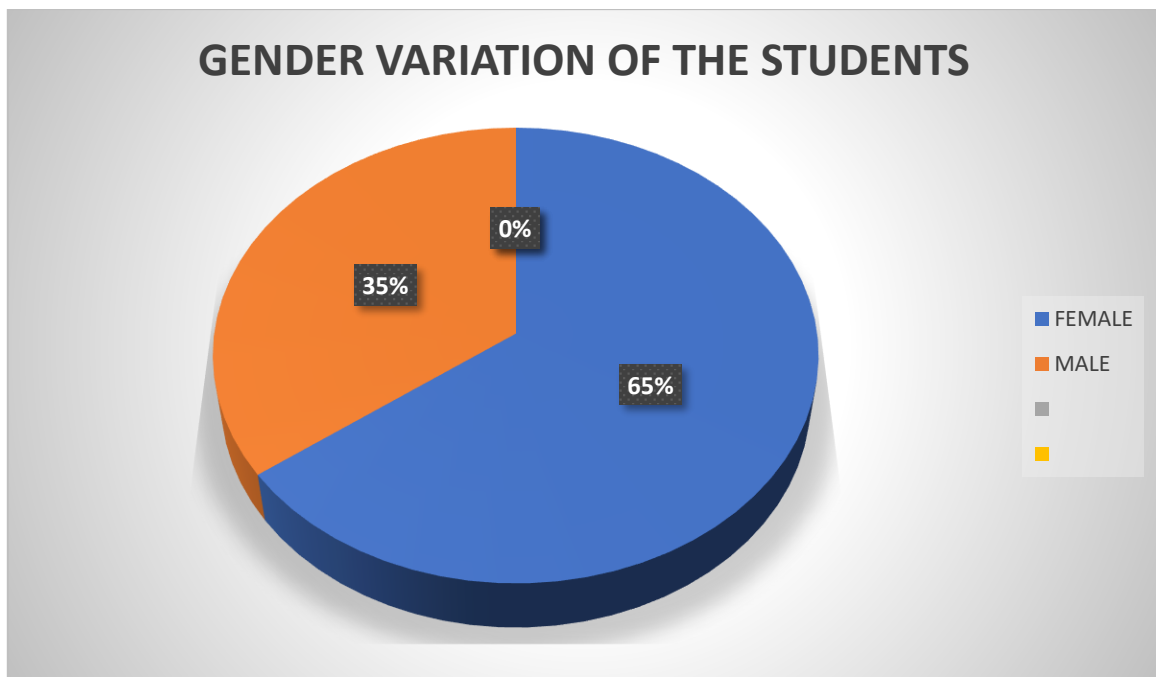


Figure 2. Gender Variation of the Students

Again, the female participants dominated the participation list with about 65%, whereas the male participants were at about 35%. There is an improvement from what is seen in the data of the teachers. Gender variation significantly impacts the usage of digital tools, as will be seen in the data presented.

*(b). Usage of Digital Tools in the Classroom*

Modern classrooms can be both physical and digital. Different schools have implemented digital platforms to conduct classes for foreign language learners in high schools. The tables below present an assessment of the usage of digital tools and participation in digital platforms for foreign language learning.

TABLE 1  
USAGE OF DIGITAL TOOLS IN THE CLASSROOM (TEACHERS)

Digital Tools	Male users	Female users
Laptop	N=4 25%	N=5 14.70%
Desktop	N=3 18.75	N=4 11.76
Smartphones and tablets	N=9 56.25	N=25 73.54
Total	N=16 100%	N=34 100%

The data indicate that more females use smartphones and tablets than males. About 73% of the study's total number of female participants use smartphones in the classroom to facilitate teaching. This is higher than 56% of the total number of males participating in the study.

TABLE 2  
DIGITAL TOOLS USAGE BY THE STUDENTS IN THE CLASSROOM

Digital Tools	Male users	Female users
Laptop	N=20 21.73%	N=46 29.11%
Desktop	N=70 76.08%	N=108 68.35%
Smartphones and tablets	N=2 2.19%	N=4 2.55%
Total	N=92 100%	N=158 100%

Table 2 shows that out of the 92 male student participants, over 76% mainly use desktops in the classroom to facilitate learning a foreign language. This is higher than the 68.35% of the 158 females participating in the study. The table also indicates that less than 3% of the study's male and 3% of the female student participants use smartphones in the classroom. The implication is that most schools do not allow students to use smartphones and tablets in the classroom. However, the use of desktops and laptops in the classrooms is prevalent. In contrast, more teachers use smartphones than both laptops and desktops. The primary finding is that one form of digital technological tool is used by the teachers and the students in the classroom mainly to facilitate learning foreign languages.

(c). *Participation in Digital Platforms to Facilitate Foreign Language Learning*

Teachers and students can participate in various digital platforms to facilitate the teaching and learning of foreign languages. Some of the platforms were included in the questionnaire distributed, and the results are presented in the tables below:

TABLE 3  
PARTICIPATION IN DIGITAL PLATFORMS (TEACHERS)

Digital Platforms	Male participants	Female Participants
Kahoot	N=1 6.25%	N=3 8.82%
Kahoot Jumble	N=2 12.5%	N=5 14.70%
Quizlet	N=3 18.75%	N=4 11.76%
Quizlet Live	N=6 37.5%	N=9 26.49%
Duolingo	N=1 6.25%	N=3 8.82%
Sporcle	N=3 18.75	N=10 29.41%
Total	N=16 100%	N=34 100%

The data in Table 3 indicates that a more significant percentage of the male participants use Quizlet Live more to teach their students a foreign language. The use of Quizlet Live is famous mainly for teaching grammar and vocabulary. Over 37% of the 16 male participants who are teachers use Quizlet to teach foreign language grammar and vocabulary to their students. This is higher than the 26.49% of the female participants using Quizlet Live. However, over 29% of the 34 female participants in the survey prefer using Sporcle to teach students a foreign language. This is higher than the 18% of the male participants that use Sporcle. It was stated in the literature that Sporcle is a fantastic tool for enhancing learning beyond the classroom. When students finish their assignments early, they can take a break and enjoy the site's many entertaining tests on language, culture, and knowledge. In addition, it's a fantastic way to find assignments worth bonus points. These tests are also great for use in language or culture groups.

TABLE 4  
PARTICIPATION IN DIGITAL PLATFORMS (STUDENTS)

Digital Platforms	Male participants	Female Participants
Kahoot	N=9 9.78%	N=22 13.92%
Kahoot Jumble	N=15 16.30%	N=25 15.84%
Quizlet	N=25 27.19%	N=10 6.32%
Quizlet Live	N=33 35.86%	N=65 41.13%
Duolingo	N=2 2.17%	N=1 0.63%
Sporcle	N=8 8.69%	N=35 22.15%
Total	N=92 100%	N=154 100%

The data above indicates that male and female student participants use the Quizlet Live digital tool to enhance and facilitate their second language learning. About 35.85% of the 92 male students and 41.13% of the 158 female students who participated in the survey used Quizlet Live. For female students, Sporcle is another platform they use to increase their second language learning, with over 22%, and Quizlet is another platform the male students participate more. The critical finding is that students use digital platforms to enhance their foreign language learning. Quizlet Live is an excellent language-learning platform. It helps students with different motivating tools to strengthen their foreign language capabilities, including their speaking proficiency.

(d). *How Digital Tools and Platforms Facilitate FL Learning*

One of the key focuses of this study is to unveil the degree of the impacts of the use of digital tools and digital platforms in facilitating their foreign language skills and proficiency. Tables 5 and 6 present a summary of the views of the teachers and students on the issue of the impact of digital tools and platforms in facilitating foreign language learning.

TABLE 5  
IMPACTS OF DIGITAL TOOLS AND PLATFORMS (TEACHERS' VIEWS)

Question Inputs	SD	D	N	A	SA	Mean	S.D
1. Digital tools and platforms facilitate the teaching of foreign language	6%	6%	2%	50%	36%	2.42	1.162
2. Digital tools and platforms facilitate foreign language proficiency	8%	4%	12%	66%	10%	3.83	1.207
3. Using digital tools in the classroom helps students concentrate	20%	6%	8%	46%	20%	2.31	1.164
4. Students perform better in their speaking, writing, and reading proficiency when they use digital tools	12%	8%	4%	42%	34%	3.04	1.191
5. Digitalized foreign language classrooms yield more results than traditional foreign language classroom	12%	24	8	40%	16%	2.62	1.321

Highest Mean: 3.83; Lowest Mean: 2.31; Range: 1.52; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; S.D: Standard Deviation

The data from Table 5 indicates that over 80% of the teachers accepted that using digital tools and digital platforms facilitates teaching foreign languages. This is far more than the 12% that rejected the proposition. This implies that more teachers who participated in the study affirm that using digital tools and platforms for teaching foreign languages is helpful. Also, over 70% of the teachers confirm that using digital tools in foreign language learning facilitates learning proficiency; only 12% refuted the proposition. However, there is an increase in the number of teachers who deny the idea that digital tools and platforms help foreign language students to concentrate in the classroom, with over 26%. Yet, over 60% of the teachers affirm that digital tools and platforms help students to focus. Speaking, reading, and writing proficiency in a foreign language improves when digital tools and platforms are implemented, as confirmed by over 76% of the teachers. Finally, 32% of the teachers refute the claim that digitalized classrooms yield more results in foreign language learning than the traditional classroom. This figure is less than the over 50% of teachers who accepted the claim. The total range of the means across the five question inputs is 1.52%, indicating the significant value of digital technology in foreign language learning.

TABLE 6  
IMPACTS OF DIGITAL TOOLS AND PLATFORMS ON FL LEARNING (STUDENTS)

Question Items	SD	D	N	A	SA	Mean	S.D
1. Digital tools and platforms help me to improve my foreign language learning	3.16	5.69	3.79	63.29	24.07	3.91	2.032
2. I concentrate more when digital tools are used in the classroom and when I participate in digital platforms for foreign language learning	6.35	13.29	6.96	46.83	26.58	2.39	1.821
3. My reading, writing, and speaking skills have improved since I began to use digital tools and participate in digital classes	3.18	7.59	3.79	70.88	14.55	3.02	1.621
4. I prefer a digitalized foreign language classroom to a traditional classroom	11.39	13.94	12.02	44.30	18.35	2.37	1.426

Highest Mean: 3.91; Lowest Mean: 2.37; Range: 1.54; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; S.D: Standard Deviation

The data in Table 6 shows a positive progression in the students' responses. Almost all 250 students in the study affirm the importance of digital tools and digital platforms in improving their foreign language skills and proficiency. Over 85% of the 250 students in the study demonstrate that digital devices and platforms facilitate their learning of a foreign language. This figure is almost the same across other question items. The implication is that digital tools are prominent in learning a foreign language.

(e). *Ethical Issues in the Use of Digital Tools in Foreign Language Learning*

There have been concerns about the negative impacts of digital tools and platforms on learning a foreign language. It is clear from the literature that online instructors and management may encounter ethical challenges related to issues like academic freedom, honesty, equality, fairness, diversity, evaluation and permission, and identification and secrecy. Topics such as the ones stated above can always be scanned from the students' and teachers' perspectives. Tables 6 and 7 below offer insights into the views of the teachers and students.

TABLE 7  
RESULTS OF ETHICAL CONCERNS (TEACHERS)

Question Items	SD	D	N	A	SA	Mean	S.D
1. Digital tools and platforms make students to be lazy.	8	18	22	36	16	2.31	1.172
2. Students who learn a foreign language through digitalized systems lack knowledge of the culture and social components of the foreign language	18	38	8	32	4	2.22	1.104
3. Digital tools and platforms in foreign language learning make students disrespect teachers over privacy concerns	16	20	6	48	10	2.85	1.173

Highest Mean: 2.85; Lowest Mean: 2.22; Range: 0.63; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; S.D: Standard Deviation.

The data above indicates concerns about ethical issues in using technological tools in foreign language learning. Although a more significant number of the teachers, 52%, affirm that the use of digital tools does not make foreign language students lazy, over 53% of the teachers also allude to the claim that students who learn a foreign language through digital means lack understanding of the culture of the foreign language. The absence of cultural nuances in language learning is a considerable challenge as salient concepts such as respect and privacy are usually embedded in the culture and standard of a people.

TABLE 8  
ETHICAL CONCERNS IN THE USE OF DIGITAL TOOLS IN FL LEARNING (STUDENTS)

Question Items	SD	D	N	A	SA	Mean	S.D
1. Teachers should allow students to enjoy digital privacy when using digital tools to learn a foreign language.	18.35	10.14	3.16	43.03	25.31	2.64	1.192
2. My right is violated when a teacher removes me from a digital platform without my consent.	3.79	6.96	11.39	20.88	56.98	3.21	1.241
3. Students should be granted full access to all the components of the digital tools, as restrictions are rights violation	25.31	16.47	15.18	17.73	25.31	2.14	1.102

Highest Mean:3.21; Lowest Mean: 2.14; Range: 1.07; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; S.D: Standard Deviation.

The data above further supports that there is a significant concern about ethical issues in using digital tools and platforms to facilitate foreign language learning. A more substantial number of the 250 students who participated in the study think that teachers need to respect their privacy in the digital space and their rights to consent to specific usage.

Over 77% of the students affirm that teachers should grant them digital privacy when they use technological tools to facilitate foreign language learning. However, one of the main findings is that an equal number of students strongly and strongly disagree that students should be granted full access to all the components of digital tools and platforms at 25.31%. This affirms that the students are divided on the implications of the impacts of unrestricted access to digital tools and platform components.

### B. Discussions and Implications

The analysis presented in 4.1, using eight tables and two figures, unveiled different components of using digital tools and platforms to facilitate foreign language learning. There are key findings, as highlighted below:

1. More female teachers and students predominantly use different digital tools in teaching and learning foreign languages. All the participants use one digital tool or platform to teach or learn a foreign language. The majority of female teachers prefer the use of smartphones, while most of the students prefer the use of desktops in the classroom. The prevalence of desktop use by students in the classroom may be associated with certain restrictions on the use of smartphones by students in the classroom.
2. All the teachers affirm that digital tools and platforms facilitate and ease their foreign language teaching. In the same vein, over 80% of the students demonstrate that digital tools and platforms facilitate their learning of foreign languages, including improving their speaking, writing, and reading proficiency.
3. The teachers and the students affirm that a digitalized foreign language classroom yields more results than a traditional classroom.
4. There is the gender perspective to the response, which points to the fact that the way males perceive the importance of digital tools in language learning differs from how females perceive the same.
5. The ethical concerns in using digital tools and platforms indicate that the students want a degree of privacy when using them.

This study's findings agree with the results of the study conducted by Lin et al. (2021) and Geisley et al. (2017), among other students. The critical implication is that foreign language curriculum developers must improve and increase the use of digital systems and platforms to facilitate foreign language learning.

## V. CONCLUSION

Digital tools and digital platforms have been proven in this study to exert a noticeable impact on learning a foreign language. Using modern technical advancements has become standard practice for teachers of foreign languages. This research investigates how secondary school students learn "English as a foreign language" (EFL) with the help of electronic gadgets and how educators can optimize this form of teaching. The paper delves into recent results in the field of language education, specifically looking at how new forms of digital interaction and instructional materials have affected the acquisition of foreign languages. The impacts of today's quickly emerging technologies on various electronic devices like computers, iPads, and smartphones are the primary emphasis of this research. The central research question was: how can we take advantage of modern technological innovations to speed up and enhance the learning process of a new language? The rate at which students self-directed and utilized computerized tools in language learning was demonstrated in the survey. For this research, we surveyed fifty high school educators and two hundred and fifty high school pupils. The objectives guided the selection of participants, and Internet questionnaires were distributed to teachers and their pupils. According to the data provided and evaluated, using digital tools had a notable impact on the students' outlooks on learning a foreign language and their motivation to advance their proficiency. This indicates that teachers are crucial to students' success in acquiring a foreign language that relies on technology. The findings from this study may provide general education instructors with helpful information for motivating their pupils to use digital resources in their pursuit of foreign language proficiency.

## ACKNOWLEDGEMENTS

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 /392/44).

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