UTILIZING TECHNOLOGY FOR THE SECOND LANGUAGE LEARNING; LEARNERS' PERSPECTIVE

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ABSTRACT

Second language learning deals with the process of how learners learn a second language or L2 as opposed to their native language or L1. One of the most significant components for learning is the method of instruction that instructors use in and out of the classrooms for the process of second language learning. This research aims to shed light on the best available technological tools and gadgets for different language skills and to explore the consequences of implementation of technology for second language learning. This study explores respondents' opinions regarding the use of technology for second language/L2 learning inside and outside of the classroom and what technological tools and gadgets are preferable for each language skill. This study suggests that technology-enhanced or smart classrooms have better learning consequences. Technologically enhances engagement, increases learners' confidence and makes the learning environment conducive. Respondents agreed that use of technology even outside of the classroom also benefits the learners. This research has been conducted following the quantitative method. The data was collected with the help of a questionnaire. Sample is selected randomly from seventy (70) undergraduate students from Lahore city to know their opinion about the use of technology for second language learning both inside and outside of the classroom. The study reveals that technology-based environment boosts students' confidence, enhances engagement and makes the subject interesting. There are so many technological tools and gadgets that are available for leaning language both inside and outside formal classrooms.

Keywords: Smart Classrooms, Technology, Language learning, teaching, gadgets, tools.

1. Introduction

Language learning is an important element that influences communication. Learners uses different language areas and skills such as reading, writing, speaking, listening for their communication and proficiency. One of the most significant components for learning is the instruction method that teachers use in their classrooms and outside of the classrooms for the process of second language/L2 learning. Technological advancement is converting the educational environment that spread across time and space by blurring the traditional in class and out of the class environment. Multimedia programs, online materials and many other technologies are helping the learners and making their lives easier for learning a language with different cognitive styles. Technology-mediated learning encourages world-wide and dynamic learning. Islam & Ferdousi (2019) mentioned that over the past few years, the learning and the teaching ways have been drastically reformed. They figured out that learning and teaching is no more limited to chalk and talk method. However, nowadays, instructors are required to alternate their teaching method both inside and outside of the classrooms, which means they also have to work for beyond the classroom teaching and learning. So, the outside the classroom learning provides competency, personalized and students centred environment. Tavakoli et al. (2016) mentioned two significant capacities for a successful second language learning. First is, what's happen inside of the classroom and second is, what's happen outside of the classroom. For language learning, the traditional perception of classroom was assigning students critically inside of its four walls. Learning of a language should not be restricted to just classroom, but

the learners can take their learning in any other place and at any time. Learning at home with their friends or family members provide the L2 learners with a rich experience of learning a language (Green, 2005). Certainly, computers use in learning increases the efficiency to each learner.

1.1. Research Objectives
This study has following objectives:
- To explore the implementation of technology for second language learning both inside and outside the classroom.
- To analyse which tools and devices are preferable for teaching and learning of language skills like writing, listening, speaking and to enhance the vocabulary.
- To examine that how these technological tools assist the learners in acquiring the second language and its skills.

1.2. Research Questions
To attain above objectives, two research questions are devised to orientate the study.
- Is technology incorporation directly proportional to effective L2 learning and teaching?
- What kind of gadgets undergraduate students use to enhance their L2 skills?

2. Literature Review
The advantages and disadvantages of using technology inside and outside the classroom show that it is favourable to use new tools for language learning. Technology could introduce new discoveries, new experiences, and new practices to students. There is so much that has changed with new mobile technologies, multimedia, and the internet. These technologies have directed to new forms of text production, communication, reading, writing and collaboration. Technological development is very effective and significant in learning a second language. Technology could promote learning a language positively if they are correctly used. Cutter (2015) mentions that it's significant for instructors to get the proper training of the technological gadgets before starting the classroom learning in order to increase the engagement and motivation of the students. Nalliveettil & Alenazi (2016) mentioned that a professional teacher is the one who know that how to use technology in the classroom that can help students to develop in their paths of education. Teachers must create digital content for effective learning outcomes for making the teaching and learning resourceful and operative. Young students get motivated in technology-based environment.

Islam (2019) stated that learning and teaching is no more restricted to chalk and talk method. At the present times, instructors facilitate new technological environment to the students both inside and outside the classroom which could be called as "beyond the classroom" learning method. This type of learning environment provides student centred environment. In order to give this kind of environment, the most important challenge is the increasing dependence on the technology. Hence, Technology plays a very important role for the learning of second language both inside and outside the classroom. Cueto & Cheol (2017) has also pointed out the same thing by saying that, in recent days, the students are called as digital natives, and technological usage is the second nature. It's not about that some countries are using technological tools for learning but the whole world is using it for better future of their learners. At undergraduate level, the students feel more engaged and interested with all the activities which include technology (Cueto & Cheol, 2017). Ameri (2020) also argued that mobile applications and technologies are becoming central part of learning including learning of a second language.

There are so many methods in which technology can be used to improve learning inside and outside the classroom. Technology in the classrooms can help students to accurate learning opportunities and assist students to develop literacy and language skills with the help of

pictures, videos, writings and animations. The usage of technology inspires students to make connection to their previous knowledge and to clear their concepts. As Cutter (2015) also mentioned that by implementing technology in the classrooms, second language learners are given many opportunities to connect with their class fellows for the completion of their interactive tasks. There are some technologies which has been proven to be very effective for second language learning are smart devices that help the students to become more motivated and engaged in the classroom. These devices are easily accessible to the students, and they enjoy using them. During classroom lessons, if any student is able to access the smart devices they can get access to the resources such as dictionaries for translation that gives audio pronunciation along with meaning and images. They can also have access to audio textbooks. When students have devices that are easily accessible, specifically to the English language learner's, the learning is memorable and engaging.

For English language learning, the students felt that the mobile phones usage is a better teaching method, and it is also highly effective for the students in learning e.g., text messages, computer e-mails, language translation applications, speaking and listening. First, mobile phone learning reassures both collaborative and independent learning capabilities. Second, it helps the students to develop their numeracy and literary skills to distinguish their prior capabilities. It also helps students to recognize the areas in which they require support and assistance (Ameri, 2020). So, the technology is so helpful to engage the disengaged students in learning the language by using mobile phones for the learner's learning skills. It is also mentioned by Nalliveettil & Alenazi (2016) that students are interested to learn the language through chat and through the mobile phone they also productively involve in communication in the second language. Mobile phone learning motivates the students to encounter the deadline for evaluation and boosts the learner's involvement in learning. The mobile phones enable the students to communicate with their peers and teachers easily and they are also dependable for the transmission of modules for learning.

By keeping the student's performance detailed record, modern Computer language learning systems can develop refined student models that shape student and computer connections e.g., in terms of assessment and feedback. There are so many technologies that are being introduced in relation to the CALL (computer assisted language learning) which includes speech synthesis, machine translation, text configuration and speech recognition (Levy, 2009). So, the learners learn better in a technology- oriented classroom instead of traditional classroom, they also find themselves more attentive.

Salaberry (2001) mentioned that the use of television, videos or radio broadcast are quite helpful in language teaching purposes. He defined that the television or video teaching is effective because you can access to visual presentation, and it became easier for the learners to understand and acknowledge the content in the lessons. Kumar (2013) mentioned that iPads has generated many features includes pronunciation checker, voice recording and listening to native speaker's videos and audios which you can repeatedly play and re-play many times as per convenience and after that they can also check their performance and progress by evaluating intonation, grammar, fluency and pronunciation in their recorded voices or videos. Ameri (2020) talked about Telegram app, and he wrote that telegram application has an influence on language learning skills such as writing, reading, speaking and listening.

With the new advancements in the field of teaching and learning, instructors must change the traditional classroom to the smart classrooms and are teaching new and different models (Cueto & Cheol, 2017). New interesting technological tools provide enjoyable and fun learning environment, encourage them to enhance their language learning in a productive way and help to motivate the learners, furthermore, these tools promote self-sufficiency and assist the learners to learn at their own ease. (Bahadorfar & Omidvar, 2014).

Green (2005) mentions that to teach the vocabulary, there is one mean we can use is computers. Teachers should teach the students vocabulary with the help of visuals to make them understand completely and clearly. Computers make the learners engaged and active in this individualized surrounding. Levy (2005) also argued that, making students to use many interpretations that are available is quite a task. Use of technology also helps the peers to work in groups and take charge of their own learning. The students need to cooperate with one another (Green, 2005). Consequently, computers or smart classrooms provide us various learning styles and implement many strategies for learning. In computer assisted language learning applications, the grammar-based lesson exercises were considered the most useful. Recently, the teachers created the grammar based and the sentence-based tasks for the learners by using computer assisted language learning software remain a constituent of most learning a language program. Levy (2009) also raised the same argument that there are so many language learning websites that are available online for grammar activities. Furthermore, there are so many tutorials for grammar correcting that are not only based on structure but also include its usage and meaning. Therefore, we can correct grammar mistakes by ourselves at our own will.

The multimedia usage in the classrooms improves the learner's learning attention and motivation because it involves language learning of the students in practical procedures through communication with one another. The implementation of multimedia in the classrooms has positive impacts in the process of language learning with the continuing effectiveness of the instructor role (Ameri, 2020). So, when we compare use of multimedia with traditional class, we come to know that multimedia increases the learner's academic achievement. It also positively affects the learning process. Costley (2014) found out that integration of technology is very effective and so helpful for students. Technology usage has many benefits such as it increases student motivation, engagement, collaboration, confidence, and it also provides hands-on learning chances. So, technology is effective for so many advantages for both teachers and learners.

Most of these technologies relate to social networking and online texts structure like image and word. Levy (2009) also claimed that text chat can also be included in writing. As far as text chat is related, the most computer-based projects determined on interaction with typed texts. After the text chat, now the voice chat is also being employed, thus distorting the role of chat in respect of its classification within the speaking and writing areas. There are varying text chat tools which includes virtual classroom, google classroom and Chat-net. The choice of the chat depends on the chat sessions language.

The portable technology in the form of mobile devices are easily accessible to every student and the education has turned into technology like we can use mobile devices. To the second language learners, the usage of mobile phones is helpful for vocabulary retention. Research findings by Nalliveettil & Alenazi (2016) shows that a greater consideration to the features of its text and a new word environment will enable its memorization. Research also shows that portable devices are used in private sectors. Therefore, the students prefer portable devices and laptops over the traditional classroom because of its attractive features like touch screen, light weight and flexibility.

In all the aspects of educational technology, the audio video aids have made their way. Streaming video and audio on the internet allow the students to have a contact to majority of the variety of audio and video content. Video and audio files could be easily managed, stored and dispersed for learning by using technologies for example MP4 and MP3 players. For later learning, the listening materials could be mechanically downloaded to any portable device or laptops. We can use the listening material through podcasts or simple file transfer (Levy, 2009). Hence, for numerous languages, there are many CDs, Web sites and DVDs are available that provide the language learners listening material. Easily available players allow the students to

inspect video and audio files for learning. Learners can also slow down the speed, pause and repeat the audio and video by using available features if they want to.

Kumar (2013) argued that it is worth saying that technology like computers, power point, laptops, smart boards are valuable devices and means for language learning inside and outside the classroom. So, with the help of new technology, the principles, methodology, objectives and curriculum has been changed in education.

3. Methodology

The data was collected with the help of a questionnaire. The sample technique was random sampling. The data was collected from 70 students from Lahore. The participants were chosen for their availability and willingness to conduct the survey.

3.1. Data Analysis and Discussion

The electronic survey questionnaire's responses were collected, analysed, and interpret. The data was analysed through frequency distribution and graphs. The respondents' opinions about technology use inside and outside of the classroom for second language learning are mentioned below:

3.1.1. Impact of Technology on Learning and Teaching

Do you agree that students' engagement increases by implementing the technology into the classrooms?

70 responses
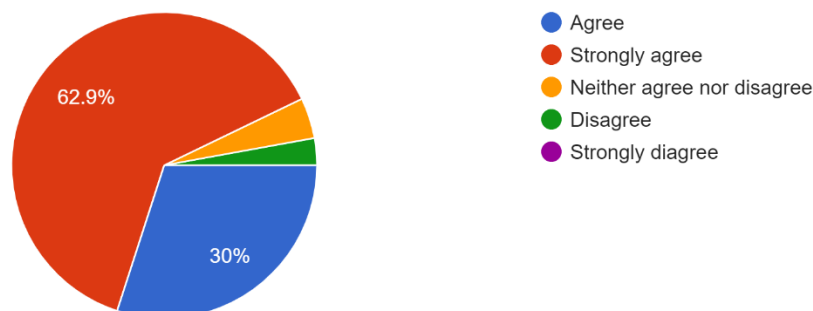
The pie chart shows the results of a survey in which 70 university students were asked about the students' engagement into the classrooms by implementing the technology. Out of 70 students, 62.9% students were strongly agreeing with this statement and 30% students were slightly agreeing with this question. This, therefore, gives an idea that by implementing the technology into the classrooms, the engagement of students increases. Technology can benefit students by making the learning environment more cooperative and engaging.

From the viewpoint of respondents, the use of technology inside and outside of the classroom has a great impact on learning as well as teaching the second language. By implementing the technology in and out the classrooms, the involvement of students has also increased. The more students are involved during the lecture, the more they understand and the more they attain. The students' energy also maintains throughout the day. Today's students raised in the technological environment and era and we should take advantages of new technology, instead of seeing it only as a distraction for them. To raise the engagement of students in the classroom, we should be seeing technology as a bonus in learning and teaching. The material should be presented in a way in front of the students that clear all the confusions of the students, and they get most out of each lecture. Implementation of technology allows the students to get the understanding of every lesson in a deeper and interesting way.

How frequently do you use the following technologies for improving your knowledge and skills in language learning?
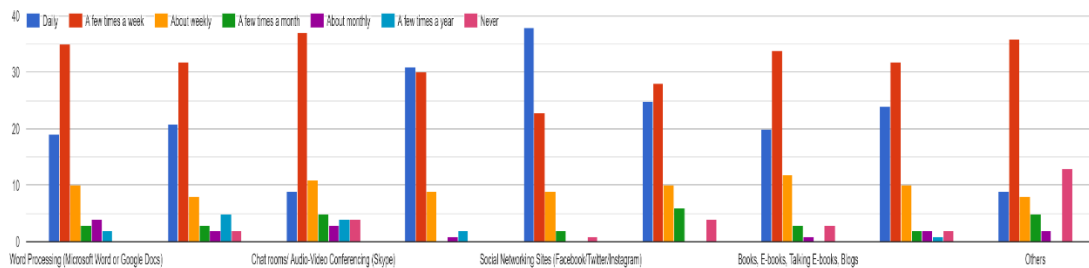
When students were asked about the frequently used technologies for improving their skills and knowledge in learning language. Most of the students said, they use social networking sites (Twitter/Facebook/Instagram), Online audio/Video Tools (YouTube, Podcasts), Smartphone language learning apps, Translation Tools (Google Translate etc.) on a daily basis for their language learning. Some students said that a few times in a week, they use word Processing (Google Docs/ Microsoft word), Audio and Video recordings (DVD/CD), Audio and video conferencing/ Chat rooms (Skype), books, talking E-books, blogs and some other sources. Very few students said, they use online audio/video tools, online language learning apps, E-books, blogs and translation tools monthly.

Results of a survey shows that the usage of technology inside and outside of the classrooms has benefited the skills and knowledge of most of students in learning a language. It's an effective tool for learning the second language. It causes learners to be more motivated, engaged, hence, learners often remember more data. Technology enhances the language areas and skills and offers meaningful and significant learning experiences. It gives chances to students to work together with their peers for learning from each other. These features collectively lead to a constructive impression on learners' motivation and learning.

Teachers should also learn first that how to use technology in a best and productive way. They should have a knowledge of technology usage prior to deliver a lecture to increase the effectiveness of content. Use of technology has also made it easier for instructors search the material and platform online that you want the students to discover such as PowerPoints, audio and video recordings, audible books, google scholar, Wikipedia and many online and offline applications. Students can search for any topic and get instant information if the instructor is not available at that time, and they are at home. Nonetheless, instructors should also make sure that the information students are getting is authentic or not. Young students get motivated in technology-based environment. Motivation and engagement of students in learning the language with the help of technology gives chances for accessibility, sense of community, motivation, backing, self-regulation and interest in learning.

3.1.2. Reliable Gadgets for Different Language Learning Skills and Areas

For the students to be skilled in every area of a language, there are different gadgets and tools to work on an entirely new procedure and to help the students to cope with the world's changeable needs. There is almost every single country who has decided to alternate the education scheme and compete with the everyone globally. Instructors have change the

traditional classroom environment to the smart classrooms and are coaching innovative models.

How frequently have your teachers asked you to use the following technologies inside the classroom?
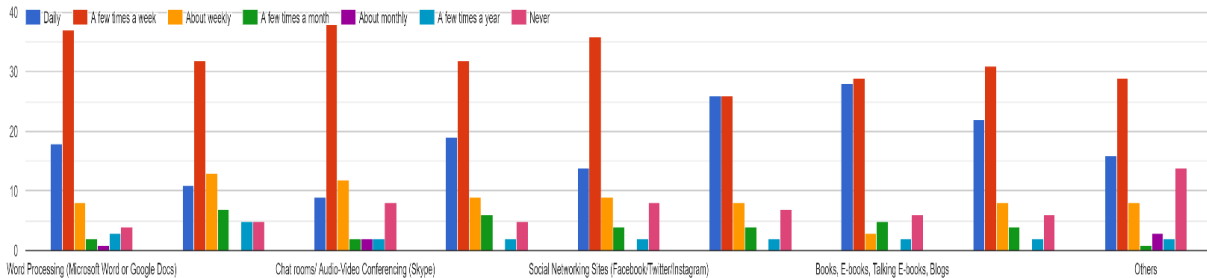
It's obvious that most of the students said that their teachers recommended them, word processing (Microsoft word/ Google Docs), Audio and Video recordings (DVD/CD), Chat rooms, online audio/video tools, social networking sites, books, E-books, blogs, google translation and some other tools to use few times in a week. Some of the students said that word processing (Google Docs/ Microsoft word), Video and Audio recordings (DVD/CD), Chat rooms (Skype), Social networking sites (Instagram, Twitter, Facebook), online tools of audio and video (Podcasts, YouTube), Books, E-books, blogs and some translation tools are recommended by their teachers to use on a daily basis inside the classroom for their language improvement.

How frequently have your teachers asked you to use the following technologies outside the classroom?
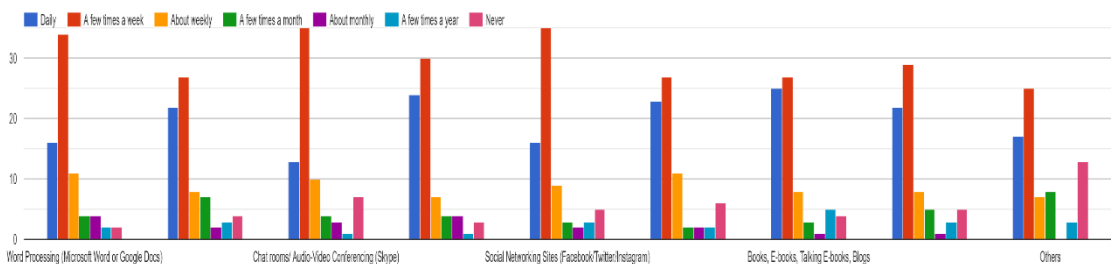
When students were asked that what technologies, their instructors asked them to use in and out of the classroom, most of the students said their teachers asked them to use word processing, chat rooms, online audio and video tools, social networking sites, smartphone language learning applications, books, talking E-books, E-books, blogs and translation tools, on a weekly basis. Some of the students were agree on that their professors asked them to use audio and video recording, online video and audio tools, applications for language learning, books, blogs, E-books and translation tools daily. A few students said that they are asked to use word processing, smartphone language learning applications and recordings of audio/video weekly outside of their classrooms.
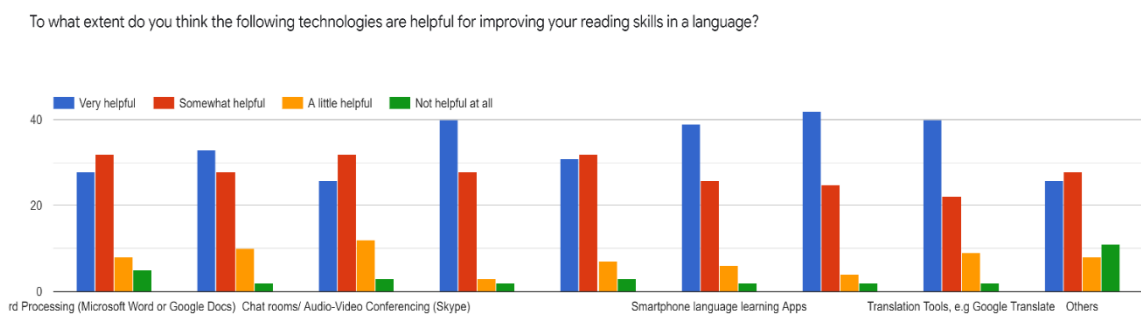
3.1.3. Writing

To what extent do you think the following technologies are helpful for improving your writing skills in a language?

The evidence from this chart shows, for improving the writing skills in a language, word processing, (Microsoft word etc.), online audio and video tools e.g. YouTube, Podcasts etc.), smartphone language learning applications, books, Blogs, E-books, translation tools e.g. Google translate and some other tools, are really helpful. Audio and video recordings, chat rooms/audio and video conferencing, social networking sites like Facebooks, Instagram and twitter are somewhat helpful for improving writing skills in learning a language.

Technology can be used in the improvement of writing skills of the learners. Writing is a language skill, and it contain several processes. In recent years, writing has been changed significantly because of the new technological advancements. Latest gadgets and tools like computers, laptops, word processing (Microsoft word etc.), Smartphone language learning applications have the software to catch the important faults or errors. Grammar checking and spell checking have become more precise and quicker in today's technological era. Findings shows that there are many online platforms which are available to improve writing like audio visual tools (YouTube, Podcasts etc.), E-books, online language applications, blogs, books and google translate etc. we can use them inside as well as outside of the classroom depending on our ease. Students enjoy the writing process if you make it exciting for them and it is only possible with the incorporation of technology. Using only pencil and paper for writing and just to think of how to make sentences is quite boring for students. Therefore, for better results it is highly recommended to incorporate technology in and out of the classroom for second language learning.

3.1.4. Reading

To what extent do you think the following technologies are helpful for improving your reading skills in a language?
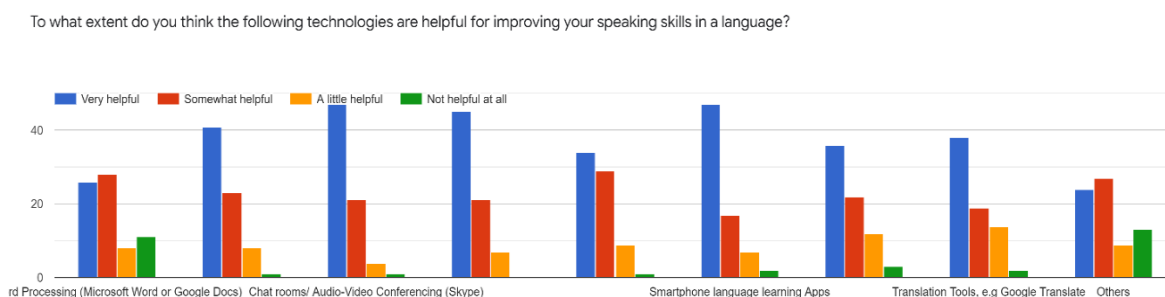
It is mentioned that for the improvement of reading skills in a language, word processing, recording and audios and videos, online tools of audio and video e.g. podcasts and YouTube, language learning apps in smartphones, talking E-books, books, blogs and translation tools i.e. google translator, are really helpful. But some of the students were agree

on that word processing, audio/video tools, chat rooms, audio and video recordings, social sites and translation tools are somewhat helpful in improving reading skills.

For the improvement of reading, there are some components to identify such as phonics, phonemic understanding, vocabulary, fluency and command. Technological tools can be used both in and out of the classrooms simplify the practice of addressing each component in reading of a second language. The first step in the process of reading comprehension is phonemic understanding. Technological gadgets and tools are very easy-to-function and simple for generating phonemic understanding. Findings shows that university students use word processing, audios and videos recordings, online tools of audio and video (Podcasts and YouTube), language learning applications in smartphones, talking books, E-books, blogs and translation tools (Google translator) for reading fluency, vocabulary, phonemes and comprehension. Technology can allow the learners to practice by saying a word and find out the correct pronunciation. The best part is that you can get access to technology even in your homes.

3.1.5. Speaking

To what extent do you think the following technologies are helpful for improving your speaking skills in a language?
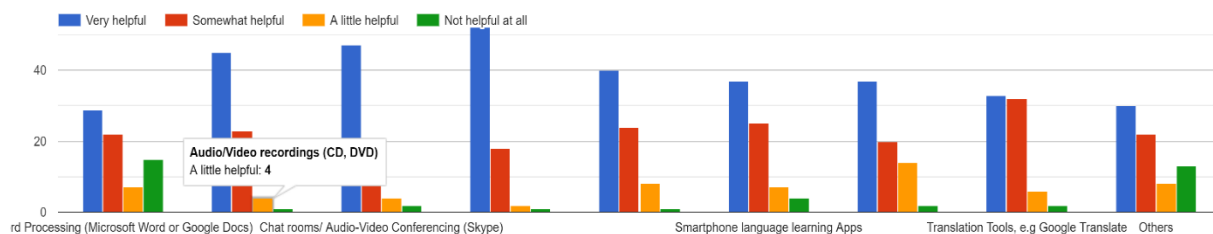
For the improvement of speaking skills in language, the most helpful technologies are audio/video recordings e.g. CDs and DVDs, Chat rooms e.g. skype, online audio and video tools e.g. YouTube and Podcast, learning language applications in smartphones, books, Talking E-books, blogs and translation tools online e.g. google translation.

Out of language skills, speaking is always the most significant in second language learning. In the classrooms, speaking has been always the most significant concern of learners. In today's era, modern technological gadgets and tools are being presented for teaching speaking skills in and out the classroom. Technology has become the most important part in teaching and learning. Students can be given some recommendations to improve their speaking skill for becoming a finer speaker. Respondents said that audio visual recordings (CDs and DVDs), Chat rooms (Skype), online audio/video (YouTube and Podcast) can help them in improving language speaking skills. You can practice by watching the videos available online. Technology encourage the students to study in interesting environment and engage them in many scenarios. Technology also gives the opportunities of self-study instruction, confidentiality and a secure environment in which mistakes get improved, and a definite comment is given.

3.1.6. Listening

It's quite clear that most of the students said that online audio and video tools, audio-video conferencing, audio/video recordings, online video-audio tools (YouTube, podcasts), smartphone apps for language learning and translation tools are very helpful for the improvement of listening skills in a language.

Listening can be the toughest skill for second language learners. Fortunately, there are some new technological tools that are available to help the language learning and teaching. There are some best practices and tools that are mentioned by respondents that can benefit then in learning a language such as online audio and video tools, audio-video conferencing, audio/visual recordings, online video/audio tools (YouTube, podcasts), smartphone applications. Having crystal-clear strategies is fundamental to dealing with listening content. Instructors should add text, pictures, video, audio and animation which deliver meaningful material for better understanding. Implementation of technology gives the opportunity of interaction between instructor and learners, encourages self-paced strategies and self-assurance. For every language learning skill, technology plays an integral part for engagement, motivation and confidence of students.

### 3.1.7. Advantages of Technology use for Second Language Learning
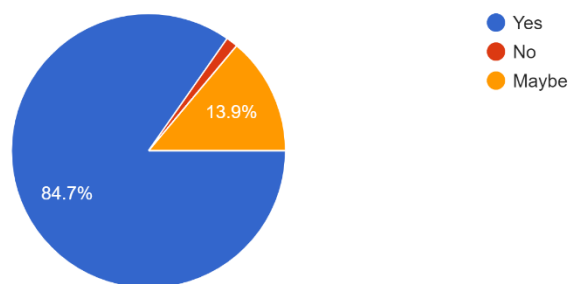
This graph shows the results of a survey that the usage of technology inside and outside of the classrooms has benefited the skills and knowledge of most of students in learning a language. A very few percentages of students said that it may or may not benefits the skills and knowledge in language learning.

By using the technology for second language learning, make the environment interesting and collaborative. Students find themselves more engaged because the learning is based on different activities.

How easy do you find using technology for language learning?
73 responses
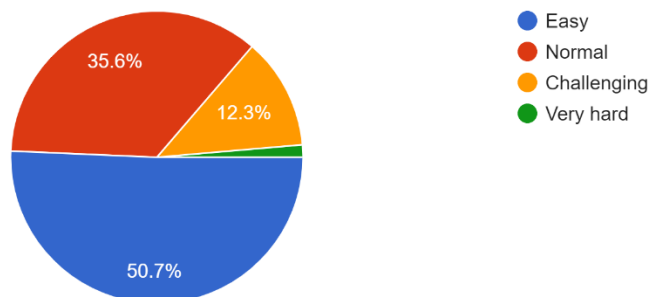
This pie-charts shows, about 50.7% respondents find it easy to use technology for leaning of a language. About 35.6% respondents said that it's not easy nor difficult for them to use technology and quite a few said that it's challenging for them to use technology in language learning.

In this modern digital era, everyone is using technology for many purposes. They have the knowledge to operate the smart devices for learning.

3.1.8. Technology Enhanced/Smart Classroom or Traditional Classroom

Would you prefer a traditional classroom method for language learning or a technology-enhanced/smart classroom?
72 responses
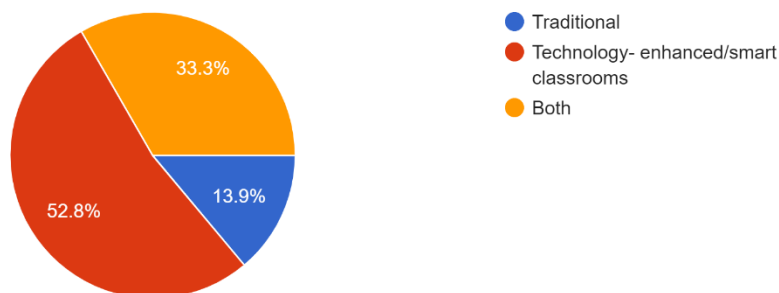
When students were asked to choose between traditional classroom and technology enhanced/smart classroom for better learning environment, about 52.8% students said that technology-enhance/smart classroom is better, about 33.3% students said that blended teaching method is better and 13.9% students find the traditional classroom better for learning.

Findings showed that technology-enhanced/Smart classrooms is a better option for learning a second language than traditional classroom. In technology-enhanced/smart classrooms, teacher uses audios and visuals for instruction. Hence, learners learn better by interacting with audio/visual tools. Students find this environment of classroom more effective and interesting than the traditional learning method. In this, learners can comprehend the lectures in an easy way but some teachers find it difficult to use the advanced technology and for that they need some training.
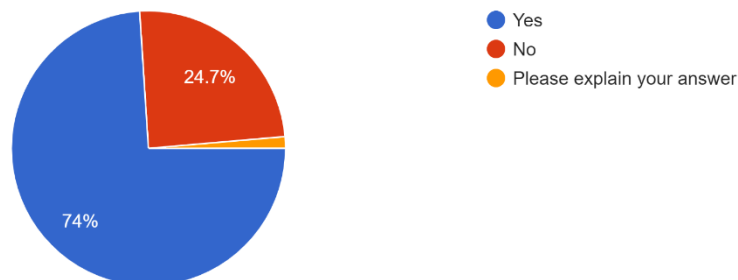
3.1.9. Disadvantages of Technology use for Second Language Learning

Does your lack of skill in technology limit your language learning?
73 responses
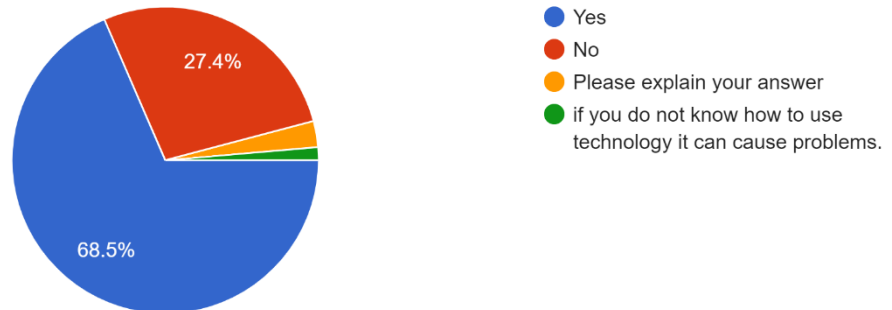
About 68.5% respondents understand that your lack of skills in technology can limit your language learning and it can cause problems for you as well while 27.4% respondents were not agreeing with this statement.

Does your lack of access to technology limit your use of using technology for language learning?
73 responses

Above pie-chart shows that about 74% students said that lack of technology access limit the use of technology for learning a language while 24.7% students said the opposite.

Where there are many advantages for technology use for second language learning, there are some disadvantages as well. Most of the students know how to use technology but some instructors find it difficult to use the modern technology for teaching the second language. They need some training or workshops for this purpose for better teaching.

3.1.10. Best Resources for Second Language Learning

Select three best resources that you prefer to use for language learning.
73 responses
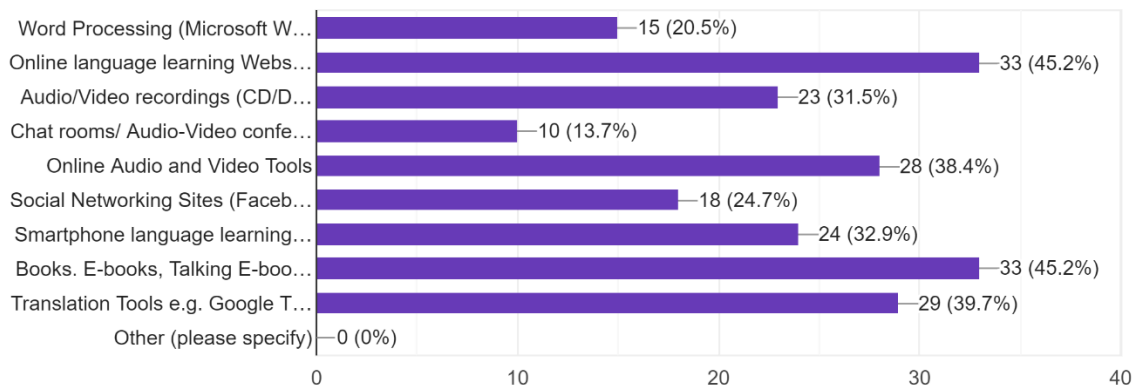
When students were asked that what are the three best resources you prefer to use for language learning, the most obvious resources were online learning websites, books, E-books, blogs, online language learning websites, translation tools (Google translation), online audio/video tools and recordings. Most of the students responded that online language learning websites, books (E-books, talking E-books blogs), translation tools are mostly used resources. Some of the students suggested smartphone language learning applications, chat rooms (Skype) and word processing (Microsoft word etc.) for second language learning.

Second language learning is a significant element that effects the communication activities and technology has become the big part of the world. In today's era, many jobs that did not need the use of technology in the past, today they also need technology use. We are a progressing technological people, and we have also become reliant on it in many ways. Teaching students with the help of technology both inside and outside of the classroom has become of great significance. For the process of language learning, one of the most significant components is the instruction technique that teachers use in and out of their classrooms. Technological progression is transforming the educational environment that extent across time and space by blurring the traditional situation.

3.2. Findings of the Research

Technology signifies a rapidly growing and progressing practice with multiple advantages on learners. In the traditional classroom situation where the students, teachers and classroom symbolize the only atmosphere for second language learning and activities, the technological tools are an alternative method for better learning and practice. Advanced technology has transformed traditional methods of learning and teaching. With the collaboration of instructors and modern technological tools, learners can transfer information and understandings to real-world situations, and learners can also dig deeper their information of a particular topic. The technology-based environment boosts students' confidence, enhances engagement and make the subjects less boring. Respondents also agreed that by implementing the technology into the classroom even outside the classroom, the engagement increases, and it benefits students by making the learning environment conducive and engaging.

The most used technologies asked by the teachers inside of the classrooms are word processing (Microsoft word/ Google Docs), Audio and Video recordings (DVD/CD), Chat rooms (Skype), online audio/video tools, social networking sites (Instagram, Twitter, Facebook), books, E-books, blogs, Translation tool (Google translate), online tools of audio

and video (Podcasts, YouTube). These technologies are found to be more helpful to students and they also enjoy using them. The implementation of above gadgets has been considered as a basis that assist the teachers to construct and design student-centred learning approach. These gadgets provide both student and instructor with smart and more appealing materials to make the environment motivating and interesting. For improving the writing skills in a language, word processing, (Microsoft word etc.), online audio and video tools e.g. YouTube, Podcasts etc.), smartphone language learning applications, books, Blogs, E-books, translation tools e.g. Google translate are really helpful to students. For the improvement of reading skills in a language, word processing, recording and audios and videos, language learning apps in smartphones, talking E-books, books, blogs and translation tools i.e. google translator, help the students in reading of second language. For another language area which are speaking and listening, the most helpful technologies are audio/video recordings e.g. CDs and DVDs, Chat rooms e.g. skype, online audio and video tools e.g. YouTube and Podcast, learning language applications in smartphones, books, Talking E-books, blogs and translation tools online e.g. google translation. Most of the respondents said that technology gadgets have benefited the skills and knowledge of most of students in learning a language. A very few percentages of students said that it may or may not benefits the skills and knowledge in language learning. Nevertheless, the reality is that it is not easy for everyone to use the technology. Most young students find it easy but for some teachers it's sometimes quite hard to understand the features. But technology enhanced classrooms are better and are rich in context for learning than the traditional classrooms. That's why teachers should get trained for modern technology for deeper understanding to learners. Online language learning websites, books (E-books, talking E-books, blogs), translation tools are mostly used sources among students, and they reply on online sources more than textbooks and board lectures.

3.3. Limitations of the Research

There were few limitations that were noticed during the research. Sample size was short according to the study scope. Data for this research was collected from only the level of students. The respondents were only undergraduate students. Only the students from Lahore city were selected for feedback about the use of technology implementation for second language learning both inside and outside of the classroom.

4. Conclusion

Technology indicates a rapidly growing and progressing practice with multiple advantages on learners. These modern technological devices and tools both inside and outside of the classroom make the activities more engaging and interesting for the learners and also ensure self-sufficiency and student-centered environment. The use of technology just not enhance your language skills like writing, reading, listening and speaking inside of the classroom but it also provides opportunities to learn and practice outside of the classroom at their own convenience. The reality is that it is not easy for everyone to use the technology. Most young students find it easy but for some teachers it's sometimes quite hard to understand the features. That's why teachers should get trained for modern technology for deeper understanding to learners. Technology enhanced classrooms are better and are rich in context for learning than the traditional classrooms. Online audio/Video Tools (YouTube, Podcasts), books (E-books, talking E-books, blogs), translation tools (Google translate etc.) are mostly used sources among students and they rely on online resources more than textbooks and board lectures.

Over the past decade, the role of technology in education system for language learning and teaching has transformed meaningfully. Earlier, the learning and teaching was based on chalk and talk method, and simple textbooks and exercises. The technological developments have provided us with many online and offline sources with rich environment for the practice

and improvement of language. With the support of advanced technology, it has become promising to provide the second language learners with self-motivated and lively environment to practice on genuine and collaborating problem-solving exercises. The above-mentioned technological sources can help to strengthen engagement, learning sovereignty, and connection during tasks communication. Learners can easily discover use of language in original context, which usually boosts their mood and motivation for collaboration, enhances their literary skills and doubles their concentration.

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