Exploring the Efficacy, Attitude, and Challenges of Experiencing the Current EdTech Trends in English Language Learning

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Abstract

This study investigated the usefulness and effectiveness of incorporating and engaging technology in second language learning and the problems encountered by students utilizing modern educational technology tools at Majmaah University. The study used a mixed-methods approach. To assess the preparedness and eagerness of EFL learners to utilize current educational technology (EdTech) in their language learning and to examine the attitudes of EFL learners towards various Ed Tech tools, a Likert questionnaire consisting of seven points, ranging from very frequent to never, is disseminated to students at various academic levels. To determine the attitudes of EFL learners, a questionnaire was prepared, ranging from exceptional to very poor. Furthermore, the research identifies the obstacles faced by EFL students. 75 students from various academic disciplines completed the questionnaire, while a semi-structured interview was conducted with seven students to get their genuine and sincere opinions and ideas. The study primarily examined the implications of technological advances on English as a Foreign Language (EFL) learners. Consequently, it was found that EFL learners were entering a new era of digital learning and were undoubtedly benefiting from it, as long as it was not utilized for nonsensical goals. It is essential, however, to tailor the use of Ed Tech tools to the unique learning goals and the level of competence of the learners. Although the study was done on a limited premise, however, the Ed Tech pedagogical implications could be generalized to all EFL learners.

Keywords: Educational, technology, Ed tech (Educational Technology), new trends, modern educational learning tools (MELT), English as a Foreign Language learning (EFLL)

1. Introduction

Technology in education refers to the use of various tools, devices, and platforms to enhance the teaching and learning process. This can include anything from traditional tools like projectors and computers to more modern technologies such as interactive whiteboards, educational software, online resources, and learning management systems. Integrating technology in education aims to improve engagement, facilitate personalized learning, provide access to a wealth of information, and equip students with digital literacy skills that are essential for the modern world. Moreover, utilizing technology during whole-class instruction can enhance student engagement, particularly for aural and visual learners. Implementing basic technology such as PowerPoints, educational games, online homework assignments, or digital grading systems can significantly impact students' progress in the classroom.

Saudi Arabia is increasingly integrating educational technology into its teaching and learning processes. For example, despite Saudi learners' extensive use of technology, one could argue that they have a strong grasp of digital literacy, so integrating technology into their pedagogical approach won't overwhelm them (Al-Seghayer, 2022). In fact, Saudi Arabia has the most extensive social media following globally. Mobile subscriptions account for 43.80 million individuals, or 129%, of the total population. The widespread ownership of smartphones accounts for a significant proportion of engaged social media users. With over 84% of the nation's population residing in urban areas equipped with ultra-fast internet connections, it is unsurprising that 67.95% of the population, or 23 million individuals, are active users of social media platforms (National Platform GOV.SA). In addition, the Vision 2030 strategic objectives of the National Transformation Program (NTP) aim to enhance teachers' recruitment, training, and development. Furthermore, improving the learning environment is critical for nurturing creativity and innovation, as well as upgrading curricula and teaching methods. The program primarily emphasizes the holistic enhancement of students' values and fundamental skills. Therefore, the use of technology in language learning has become very inclusive and comprehensive in all aspects of life (Vision 2030 and the Transformation of Education in Saudi Arabia). Therefore, Saudi Arabia aims to integrate technology into education to enhance student engagement, facilitate personalized learning, provide access to a diverse range of information, and equip students with essential digital literacy skills for the modern world.

The current trends in education and society brought about by changes in lifestyle due to the pandemic, technology, and the economy impact learning English as a foreign or second language (Stoian et al., 2022). Educational technology, or EdTech, has rapidly transformed the language education landscape, offering a wide array of digital tools and resources to enhance learning outcomes. Micro learning in English language learning and teaching (ELLT) studies pintsize portions of language whatever and wherever possible. Due to a hectic

lifestyle, these trends in education are increasing promptly and rapidly. Due to these advances, learning has become adaptable, assessable, asynchronous, approachable, and societal. On social media platforms, numerous educational institutions, EFL tools, and instructors are capitalizing on this trend in education and academic lifestyle (Kurt & Başkan, 2023). They regularly offer fascinating and informative content, allowing students to study on the go and assist in retaining the new language. These tendencies presented a tremendous opportunity to retain and reach more prospective students. In the post-Covid shifting world, learning English as an EFL or ESL is also changing rapidly. How the teachers teach and assess learning has shifted from traditional to new ways of teaching and learning (Ma'ruf, 2023; Zhang et al., 2023; Tümen-Akyildiz et al., 2021).

The mid-to-late twentieth-century language classroom is substantially distinct from the one we are experiencing today. Language, syntax, memorization, acquisition, and instruction are no longer the main priorities; instead, the emphasis is on leveraging language and cultural understanding to build global connections. Technological constraints are becoming less important as young people learn to interact with the world around them and use their verbal and artistic abilities to help build the connections they are ready to make (Klimas et al., 2020). The student is at the center of the emerging trends in teaching and learning, which are also more technologically driven and collaborative. Language learning trends are propelling us forward by enabling our students to engage in real-time communication with people anywhere in the world (Hurst et al., 2018; Eaton, 2010).

The field of language education is changing at an ever-increasing rate. Traditional ideas about education are being replaced by newer, more creative ideas about how we learn, teach, and acquire knowledge (Abid et al., 2022). The trend that has been most significant in recent years is the arrival of useful theories, concepts, and innovative methods—learning through portfolios, student-made videos, student blogs, Wikis, and podcasts, just to name a few in the field. This is not about using technology for the sake of using technology. This is about using technology to show how students have learned so that they can show how they have thought about how learning a language has changed them. Some technologies help students learn, as well as technologies that show how much they have learned (Peterson et al., 2018). These technologies may be synchronous (done in real-time), such as Skype, Moodle, or virtual live classes, or they may be asynchronous (not done in real-time), such as podcasts and blogs. Asynchronous technology will likely give way to synchronous technology as the later becomes more sophisticated.

Today's tech-savvy students have a world of resources and information at their fingertips. It is more of a meta-analysis of the trends that can be seen from the research that has been done so far. It intends to stimulate discussion, provoke thought, and generate reflective responses. One assumption underpinning this research is that students and their needs, hopes, and aspirations must be kept at the heart of language learning and education. While modern technology has many advantages, it has additionally brought about many problems for language learners. Despite this, a large number of people have become proficient in a second language. The only way to become truly fluent is to practice consistently and with dedication for an extended period of time. The present research is an attempt to investigate the readiness, attitude, and challenges facing by students while using these new EdTech trends, methods, and approaches in learning English as a foreign and second language (Garlinska et al., 2023).

2. Literature Review

Research in the field of educational technology has focused on the integration of technology into the teaching and learning process. Several studies (Shihab et al., 2023; De Vera et al., 2021; Yılmaz, 2021; Alyami et al., 2020) have explored the effects of incorporating technology into educational environments in diverse contexts. These studies suggested that the widespread adoption of technology positively influences the quality of the learning experience and yields positive final outcomes for students. The innovative use of technology was seen as a valuable tool for helping students develop essential skills, gain practical experience, and acquire knowledge. Additionally, the creation of a robust and flexible technological environment was expected to enhance the overall learning experience for students (Ruiz et al., 2021).

Education continues grew up alongside technology (Nawaila et al., 2018), which required updating in order to maximize its benefits for society and educational institutions. Technology in education might fill the gap between imparting knowledge and systems of learning. The study conducted by Hamad et al. (2019) examined the increasing phenomenon of e-learning in Saudi Arabia (KSA). The paper examined the primary stages and transitions towards e-education and the significant surge in the utilization of technology in educational institutions, including schools, institutes, and universities. This fact has been proven during the pandemic, when, with the help of technology, the learning and teaching process could be possible (Huck, 2021). Numerous studies have been done to identify the benefits of using ICT in ELT. New educational technology in Saudi Arabia is adopting models and theories to enhance research in promising directions (Samaras et al., 2006). Many Saudi studies (Alqahtani, 2019; Alshahrani, 2013; Alshumaimeri & Alhumud, 2021; Hamouda, 2020) found that students and teachers positively perceived online education and virtual classrooms. Al-Shehri (2020) discovered during his study's second phase that the majority of participants valued the change they had seen in their instructional strategies as a result of Vision 2030. To enable students to access websites that offer them extra materials and/or tasks, most textbooks, for instance, have integrated QR codes (Alizadeh, 2019; Hockly, 2017; Cruse et al., 2018). Aljafen (2021) also found that Saudi EFL learners most often used the free version of Grammarly for grammar and language enrichment in academic writing assignments, followed by Writer, Scribens, and Ginger. Teachers were concerned about students' dependence on apps and saw them as barriers to learning because they received corrected and improved writing without detailed explanations, encouraging them to use these free apps.

Around the world, language learning at all levels heavily relies on technology (Haleem, 2022). It is just as likely to be found in adult

education as it is in the primary sector. One participant noted that several colleges and universities have begun to permit their students to use their phones for both personal and academic purposes. A different participant mentioned that, although it was only available to university students a few years ago, some professors were now using WhatsApp and social media more widely to work with their students on learning projects. In their 2016 research study, Alkraiji and Eidaroos identified several prominent types of educational technology used in the reviewed articles. These included computer-mediated learning, LMS Blackboard, online learning, blended learning, e-learning, web-based learning, mobile learning, smart devices, and a combination of various educational technologies. The study revealed that the most commonly utilized educational technology is the Learning Management System (LMS) Blackboard. Because most public colleges have implemented the Blackboard platform and various components of Learning Management Systems (LMS).

One of the studies done by Farooq et al. (2018) has highlighted the new tools aspire to empower learners and revolutionize how students learn. Enhancing student technology use is challenging, but imparting knowledge to future instructors to think and teach interactively may be beneficial. Creating an interactive learning environment is of the utmost importance as learners grow and learning becomes more accessible. A meta-analysis of research by Rahmati et al. (2021) on the use of technology in English language learning, published in legitimate journals, found that it had a sufficient factor of effect on learning a language. In answer to the article's main question, how much does technology affect English language teaching? The work was larger than in previous years, indicating that technology was very effective. A recent study (Alwagdani & Almohammadi, 2024) done at Saudi university rated language learning applications positively. The iPAC model showed that the apps provide a tailored experience. Duo lingo users might only post on a discussion board and could not use chats, microphones, or webcams. Shadowing did not allow learners to actively participate in conversations or writing. This study has theoretical and pedagogical implications. It highlighted shortcomings in shadowing and Duo lingo app functionality and has theoretical and pedagogical implications, advocating for a more holistic approach to language acquisition technologies.

Parvin et al. (2015), in their research on the effectiveness of using technology in English language classrooms for primary students, investigated it to be a more engaging classroom compared to non-ICT classrooms. Students showed increased attention, excitement, and curiosity in English classrooms using e-content. Effective use of audio-visual content in the classroom led to learner-centered environments that allowed for monitoring of students' activities and thinking processes and revealed better questioning skills among pupils.

According to Al-Shehri, (2020) most research showed that Saudi teachers were open to change and using new technology. In the study, research participants were hopeful about the Vision 2030 and how it would revolutionize education based on other sectors' successes. However, ESL teachers were often hesitant to practice for various reasons. Some were worried about teachers' qualifications and/or traditional teaching pedagogies.

Nawaila et al. (2020)'s study showed a rise in the use of technology in teaching and learning the English language during the past few years. The study explored the global trend of integrating technology into educational institutions. Technology is being used to enhance learning in the modern world, as seen by the changes. Effective technology can enhance teaching and learning, particularly in languages (Cui & Wang, 2008). Technology is essential for learning second languages today. The perceived lack of excitement, motivation, speed, and teacher-centeredness in older technologies increases the importance of modern technology (Nomass, 2013).

Investigating the influence of technology readiness in the adoption of e-learning by Mohit et al. (2021), the findings of the survey showed that the students feel positive about the e-learning way of learning via the internet. The learners were filled with hope and innovation as they witnessed the spread of e-learning platforms. However, there was also apprehension about utilizing the recently infiltrated e-learning systems. In addition, Ghashan and Alshumaimeri (2015) studied 43 female instructors from the girls' schools in Riyadh. The survey revealed a favorable attitude toward interactive whiteboards (IWBs) in EFL instruction. IWBs improved teaching and learning, they said. According to the study, EFL courses should include all IWB supplements.

Alshumaimeri & Alhumud's study, conducted in 2021 following the pandemic, found that students held positive attitudes toward the effectiveness of virtual classrooms in enhancing their oral communication skills. The observation data revealed that virtual classrooms could play a significant role in enhancing students' communication skills. However, despite their positive views of virtual classrooms, students agreed that the lack of face-to-face communication was a major obstacle to online learning. Researcher Hamouda, 2020 at Qassim University divided 70 English majors into a control group (35) and an experimental group (35). Results from this study showed that students felt positive about taking classes online, especially since it helped them become better public speakers. The Sabt Al-Alaia region's educators' solid grounding in contemporary technological concepts is encouraging. In addition to knowing about it, they are proficient in digital technologies. Additionally, it is worth mentioning that they are hopeful about using it in the future. The majority of educators think it's beneficial for their learners (Saqlain et al., 2013).

Sabti & Chaichan (2014) found in their research that female students were more positive about using computer technology to learn English than males. Both male and female participants highly rated digital technological devices' usefulness and ease of use for learning English. Participants highlighted three hurdles to using computer technologies to study English. These were skill, equipment, and motivation barriers. The most effective barrier was skill, whereas the least effective was motivation.

Haque & Al Salem (2019), in their research on social media in the EFL context, explored that smartphones improved English comprehension, and social media was excellent for acquiring English and linguistic skills. The students stated that social media helped them comprehend English acronyms and jargon. Students strongly believed social media improved their perspectives on English. Yadav

(2021) also found that social media helped English learners feel more educated, excited to communicate, confident in language use, and less anxious when dealing with English.

Consequently, there has been little research on the state of educational technologies, EdTechs, in the Saudi setting, as well as students' preparedness for and attitudes regarding these technologies. Additionally, the area includes a little literature. Therefore, to find out what learners think about employing contemporary EdTechs in English language learning in a Saudi university context, the current study has picked the three research questions that are mentioned below.

Research questions: The study explores three research questions:

1. Students' readiness to use current EdTech trends in learning English as a foreign language.
2. Students' attitude towards using current EdTech trends in English learning as a foreign language.
3. What are the challenges while using current EdTech trends in English learning as a foreign language?

3. Methodology

Sampling process: For the questionnaire sampling process, the researchers employed a simple random sampling method to ensure representation across various demographics and background characteristics. To obtain a diverse and inclusive sample, the researchers selected the participants based on factors such as age, gender, different levels, and courses offering English as an intensive course. Additionally, efforts were made to mitigate selection bias and ensure that the sample accurately reflected the population of interest. In the case of the interview process, a purposive sampling approach was used to select 7 students who demonstrated suitability and relevance to the study's objectives. Criteria for selection included academic specialization, involvement in relevant extracurricular activities, and a range of academic experiences to provide a comprehensive perspective during the interviews. Furthermore, considerations were given to ensure that the selected students offered a depth of insight into the subject matter.

Research Instrument: The research is a mixed (quantitative and qualitative) descriptive research. The data collection is based on a survey on a seven-point Likert scale. Seventy-five students majoring in different fields at different levels at Majmaah University were selected for the study. In contrast, a semi- structured interview was conducted to know about EFL students experience devising a few direct interview questions. In contrast, a semi-structured interview was conducted to learn about EFL student's experiences and suggestions for using current EdTech to learn English. The interview assessed students' overall educational technology experience so that the researchers could collect students' information-seeking behaviors within a broader context. The conversation started to put the interviewees at ease and was translated into Arabic as well to understand the students.

Variables:

In the research, the dependent variable is the current trends in language learning, and the independent variable is how the learning process is affected using these trends. The study tried to find out that the current EdTechs are effective and positively upgrading and upsetting the English learning of EFL students. The study shows the elevation and advances in the field of second language learning by using these current trends in language learning.

Research Hypothesis:

The research hypothesis posits that current EdTechs are widely utilized and highly favored by students, particularly those studying English as a foreign language. EFL learners can derive benefits from the utilization of contemporary technologies. Students can acquire knowledge and address fundamental language concerns and challenges at their proficiency level if they get instruction on these techniques.

4. Data Analysis and Results

The result analysis begins with the demographic information of the students, explaining their level. In total, 75 students responded to the questionnaire related to different levels. The most number of students who participated, 38 (50.7%), were from the fourth year, whereas 17 (22.7%) were from the third year, and 15 (20%) were from the first year. Only nine students (12%) participated in the second year. These students' participation shows that the beginners, due to their novelty at learning the courses, were unaware of the new technologies and did not show interest. The higher the level, the higher the use of novel trends. Therefore, a number of the fourth-year fourth -year students answered more than half of the total. Most respondents, 62 (82.7%), majored in English, while others majored in health sciences, Arabic languages, finance, business, and economics. The ratio of percentages discovered that, rather than other subjects, there is much opportunity for using these technological tools in learning the English language, and the ELT students are utilizing and using them on a large scale. Since the study covers university students, therefore, students are aged 18 and above. 59 (78.7%) students were female, and only 16 (21.3%) were male students.

Descriptive statistics of research questions:

Descriptive statistics calculate the numerical variables' mean to determine the center value. The measures of dispersion calculate the standard deviation to examine the dispersion or variability of the data. The total population size for statistics is 75. The mean varies from 4.28, the lowest to the highest mean of 5.99, as shown in Table 1. In addition, SD is tightly clustered around the mean from (2.245), the low standard deviation to the highest (1.685), indicating that the value it shows is not widely dispersed. The data is clustered around the mean and, therefore, has a low standard deviation. While the descriptive statistics for question no. 2 (table 3), the mean varies from the lowest

mean, 5.07, to the highest mean, 5.65. The standard deviation deviates from the lowest .977 to 1.578. The dispersion shows that the data doesn't spread out over a wider range. Moreover, the data set is very close to the mean(average) of the data set. Table 5, the mean varies from 2.93 to 3.79 in the third research question. And the standard deviation is from 1.545 to 1.940. This shows that most of the numbers are very close to the average.

Research Question 1: Questionnaire 1 presents the learners' readiness to use current EdTech trends in English language learning. The questions used here cover different platforms of EdTech such as English learning software, social media, Facebook, YouTube videos, Zoom platform, WhatsApp and different tools as mobile, IPad, and laptops. The frequency of using these platforms and tools designate the willingness of students to use them.

Table 1. Students' readiness to use current EdTech trends: Descriptive Statistics

| Items	N	Minimum	Maximum	Sum	Mean	Std. Deviation
How often do you get opportunities on social media to learn English?	75	1	7	449	5.99	1.310
How often do you watch YouTube videos to make a topic clear?	75	1	7	423	5.64	1.311
How often do you find gamification a tool to practice grammar topics?	75	1	7	360	4.80	1.685
How often do you find English software or applications helpful in language learning?	75	1	7	437	5.83	1.288
How often do you use a mobile/ iPad/laptop to learn English in chunks?	75	1	7	424	5.65	1.598
How often has WhatsApp proven helpful in learning English anyway?	75	1	7	346	4.61	2.066
How often do you listen to podcasts to enhance your listening skills?	75	1	7	383	5.11	1.805
How often do you read online materials to enhance your reading comprehension?	75	1	7	414	5.52	1.319
How often do you do/ did you use Zoom's platform to learn English?	75	1	7	321	4.28	2.245
How often do you actively receive feedback while using these Ed Techs?	75	1	7	344	4.59	1.831
Valid N (list wise)	75					

Table 2 and graph 1(below) show the descriptive analysis of research question 1. The seven-point Likert scale varies from never to very frequently, indicating the willingness and readiness of students to use the current Ed Tech trends in English language learning. Regarding measuring the amount and dimensions of learning opportunities on social media, 42.7% of students said that they frequently go on social media, and 34.7% ratified that they frequently get opportunities on social media to learn English. Only 2.7% said they never get to learn from social media. 28.0% and 37.3% used YouTube videos very frequently and frequently, while 12.0% and 16.0% said it occasionally and sometimes. Using gamification, a tool to learn and practice grammar topics, showed a lack of popularity while frequently being used. However, 28% occasionally used it, and 12.0% used it sometimes. English learning software and applications are very prevalent and rampant among English learners. The data showed that 92% of learners find these software and applications very helpful, either very frequently or sometimes. Only 1.3% have never used them. Mobile phones, iPads, and laptops are very easily accessible and available to students all the time. 28% frequently, and the highest number, 37.3%, use it very frequently. Only 4% of students never used mobile devices for learning English. Answering the question of how often WhatsApp has proven helpful to the students, 16% of them never found it helpful, while 30.7% found it frequently helpful, 18.7% occasionally, and 16% of students found it very frequently helpful. In response to the statement, "How often do you listen to podcasts to enhance your listening skills?" 30.7% professed it frequently, and 22.7% declared it very frequently. The current technology is useful in enhancing listening skills via podcasts. 30.7% and 26.7% of respondents affirmed that learners frequently read online materials to enhance their reading comprehension. Learning via the Zoom platform is preferably used occasionally by 21.3% of students, while 21.3% use it frequently and 18.7% use it very frequently to learn English. Nonetheless, feedback is also a motivator for learning English; 14.7% found it sometimes, 21.3% occasionally, and 22.7% found it useful in receiving feedback using these Ed Techs in learning English.

Table 2. Students' readiness to use current EdTech trends

Items	Never	Very rarely	Rarely	Sometimes	Occasionally	Frequently	Very frequently
How often do you actively receive feedback while using these Ed Techs?	9.3%	6.7%	10.7%	14.7%	21.3%	22.7%	14.7%
How often do you do/ did you use Zoom's platform to learn English?	22.7%	5.3%	9.3%	5.3%	17.3%	21.3%	18.7%
How often do you read online materials to enhance your reading comprehension?	1.3%	0.0%	6.7%	13.3%	21.3%	30.7%	26.7%
How often do you listen to podcasts to enhance your listening skills?	8.0%	5.3%	4.0%	9.3%	20.0%	30.7%	22.7%
How often has WhatsApp proven helpful in learning English anyway?	16.0%	5.3%	8.0%	5.3%	18.7%	30.7%	16.0%
How often do you use a mobile/ iPad/laptop to learn English in chunks?	4.0%	5.3%	0.0%	5.3%	20.0%	28.0%	37.3%

How often do you find English software or applications helpful in language learning?	1.3%	0.0%	6.7%	5.3%	16.0%	34.7%	36.0%
How often do you find gamification a tool to practice grammar topics?	8.0%	4.0%	8.0%	12.0%	28.0%	28.0%	12.0%
How often do you watch YouTube videos to make a topic clear?	1.3%	1.3%	4.0%	12.0%	16.0%	37.3%	28.0%
How often do you get opportunities on social media to learn English?	2.7%	1.3%	0.0%	6.7%	12.0%	34.7%	42.7%

Graph 1 presents the graphic analysis of the data and creates frequency tables or bar charts to show the proportion of occurrences for each categorical variable:
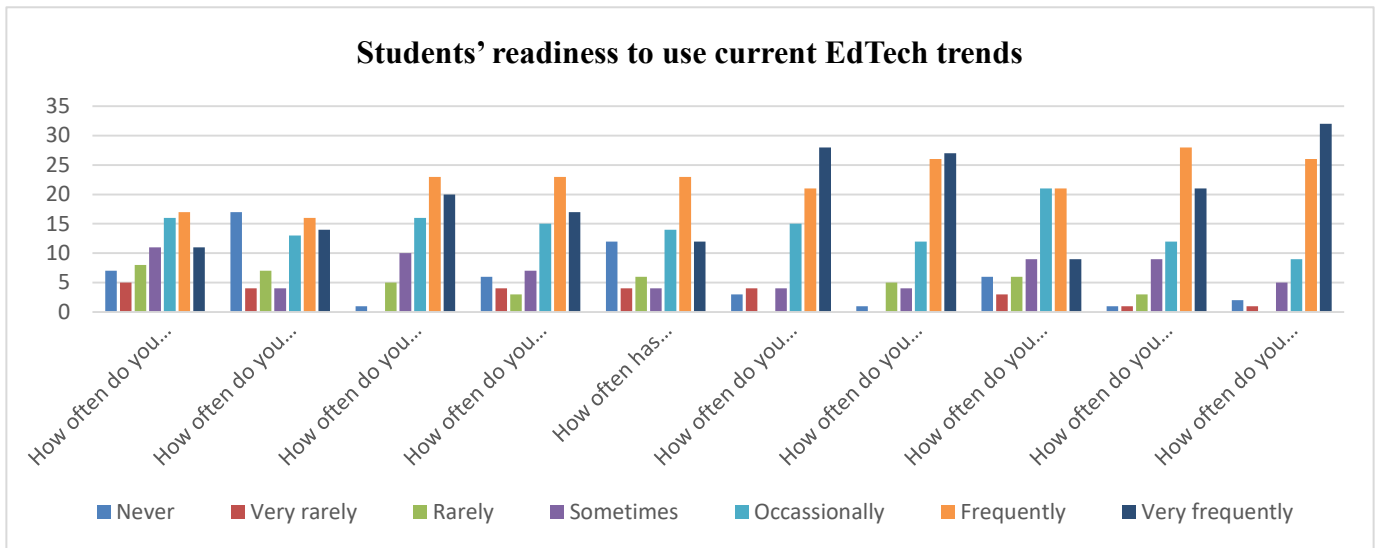
Graph 1. Students' readiness to use current Ed Tech trends

Research Question 2: Table 3 presents the descriptive analysis of mean and Standard deviation of research question 2, which expresses students' attitudes towards using current EdTech trends in English language learning.

Table 2. Students' attitudes towards using current Ed Tech trends: Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
I study regularly in and outside the classroom using these new trends in learning English.	75	1	7	5.27	1.388
I learned more about the course using these new trends in learning English.	75	2	7	5.23	1.169
I generally understand rather than memorize the materials using new trends.	75	2	7	5.29	1.323
I feel that learning is effective while using these trends.	75	3	7	5.56	1.017
English learning becomes easy and clear to me using EdTech.	75	1	7	5.35	1.330
I make changes to my learning methods when using EdTech.	75	1	7	5.07	1.528
My confidence in learning English has improved.	75	3	7	5.53	.977
I find assessments of my work easy without fail.	75	1	7	5.21	1.369
I use online sources according to my level.	75	2	7	5.65	1.236
I actively seek feedback on my work from EdTech.	75	1	7	5.09	1.578
Valid N (list wise)	75				

The responses in Table 4 are based on how the students rate the use of these new trends in learning English, from exceptional to very poor. The students' rating of the questions states their attitude towards these EdTechs. In response to the statement, "I study regularly in and outside the classroom using these new trends in learning English, have established a very positive attitude towards new trends." 26.7% of the students found it good, 16% found it very good, 29.3% said it was excellent, and 21.3% said it was exceptional. Responding to another question, "I learned more about the course using these new trends in learning English," instigated a very promising reply. Nobody rated it very poor; only 1.3% rated it poor, while 30.7% rated it very good, 28% rated it excellent, and 14.7% found it exceptional. In response to the question, "I generally understand rather than memorize the materials using new trends," 30.7% rated it excellent, and 18.7% rated it exceptional. Nobody rated the effectiveness of these trends in learning very poorly. 34.7% of the respondents found it very good, 32% rated it excellent, and 20% rated it exceptional. The next statement made it very clear that these trends made English very easy and clear and stress-free. 36% of the students rated these trends excellent, while 17.3% rated them exceptional.

Table 4. Students' attitudes towards using current EdTech trends

Items	Very poor	Poor	Fair	Good	Very good	Excellent	Exceptional
I actively seek feedback on my work from EdTech.	2.7%	2.7%	9.3%	24.0%	14.7%	22.7%	24.0%
I use online sources according to my level.	0.0%	1.3%	6.7%	8.0%	21.3%	34.7%	28.0%
I find assessments of my work easy without fail.	2.7%	0.0%	9.3%	16.0%	18.7%	40.0%	13.3%
My confidence in learning English has improved.	0.0%	0.0%	1.3%	14.7%	29.3%	38.7%	16.0%
I make changes to my learning methods when using EdTech.	1.3%	8.0%	5.3%	16.0%	25.3%	25.3%	18.7%
English learning becomes easy and clear to me using EdTech.	1.3%	2.7%	6.7%	9.3%	26.7%	36.0%	17.3%
I feel that learning is effective while using these trends.	0.0%	0.0%	2.7%	10.7%	34.7%	32.0%	20.0%
I generally understand rather than memorize the materials using new trends.	0.0%	5.3%	2.7%	17.3%	25.3%	30.7%	18.7%
I learned more about the course using these new trends in learning English.	0.0%	1.3%	5.3%	20.0%	30.7%	28.0%	14.7%
I study regularly in and outside the classroom using these new trends in learning English.	1.3%	2.7%	2.7%	26.7%	16.0%	29.3%	21.3%

Most of the students have changed their methods of learning English. 38.7% of respondents rated it very positively that their confidence in learning English has improved, and this is a positive sign for second language learners that they are no longer afraid of learning English. 40% of the respondents found it excellent that their work assessments have become easy without fail. Responding to the question, "I use online sources according to my level," 34.7% of the students rated it as excellent, which shows a positive sign that students can go online and search the content according to their level, needs, and requirements. Responding to one research question, "I actively seek feedback on my work from Ed Tech," 24% of learners found it exceptional, 22.7% found it excellent, and 14.7% rated it very good.
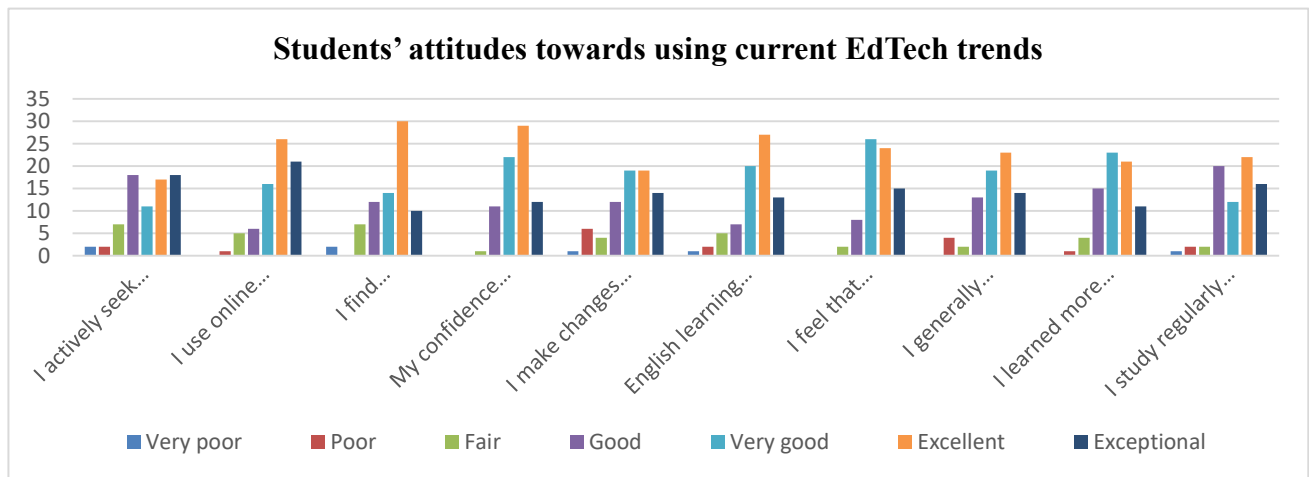
Graph 2. Students' attitudes towards using current Ed Tech trends

Research question 3: The third research question highlights the challenges faced by the EFL learners using the current trends on focusing the following aspects of the learning process:
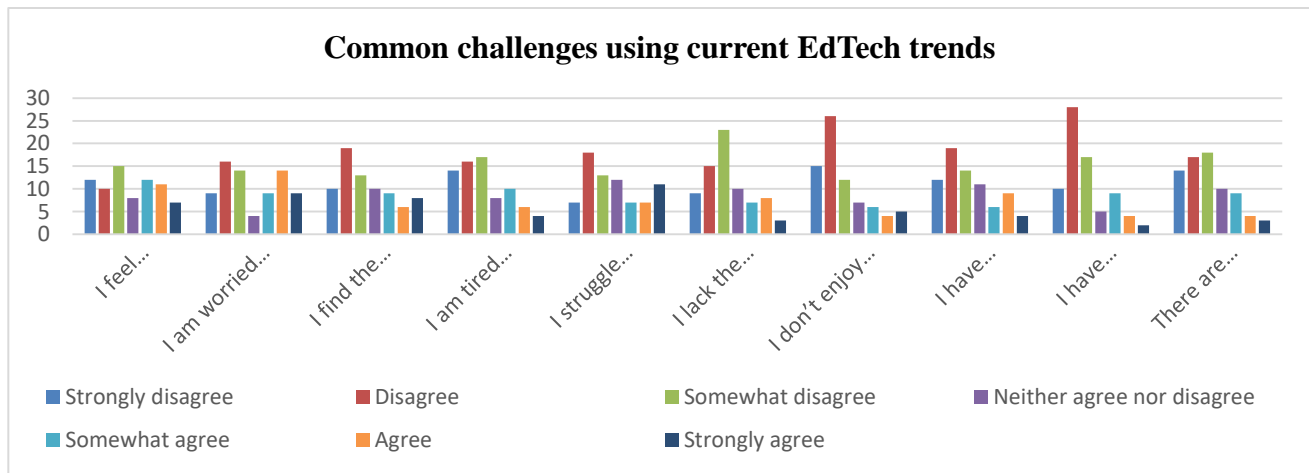
Table 5. Common challenges using current EdTech trends: Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
There are too many distractions with these trends in learning English.	75	1	7	3.09	1.654
I have difficulty concentrating on the topic.	75	1	7	2.93	1.545
I have difficulty remembering rules and doing examples.	75	1	7	3.31	1.801
I don't enjoy the subject when I study it alone.	75	1	7	2.93	1.773
I lack the right and appropriate resources to use in learning the language.	75	1	7	3.36	1.641
I struggle with time management.	75	1	7	3.79	1.940
I am tired and stressed while using online resources.	75	1	7	3.24	1.777
I find the subject boring or don't enjoy it without an instructor.	75	1	7	3.52	1.899
I am worried about failure.	75	1	7	3.88	2.027
I feel satisfied completing a task using current trends.	75	1	7	3.79	1.940
Valid N (list wise)	75				

Table 6. Common challenges using current EdTech trends

Items	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel satisfied completing a task using current trends.	16.0%	13.3%	20.0%	10.7%	16.0%	14.7%	9.3%
I am worried about failure.	12.0%	21.3%	18.7%	5.3%	12.0%	18.7%	12.0%
I find the subject boring or don't enjoy it without an instructor.	13.3%	25.3%	17.3%	13.3%	12.0%	8.0%	10.7%
I am tired and stressed while using online resources.	18.7%	21.3%	22.7%	10.7%	13.3%	8.0%	5.3%
I struggle with time management.	9.3%	24.0%	17.3%	16.0%	9.3%	9.3%	14.7%
I lack the right and appropriate resources to use in learning the language.	12.0%	20.0%	30.7%	13.3%	9.3%	10.7%	4.0%
I don't enjoy the subject when I study it alone.	20.0%	34.7%	16.0%	9.3%	8.0%	5.3%	6.7%
I have difficulty remembering rules and doing examples.	16.0%	25.3%	18.7%	14.7%	8.0%	12.0%	5.3%
I have difficulty concentrating on the topic.	13.3%	37.3%	22.7%	6.7%	12.0%	5.3%	2.7%
There are too many distractions with these trends in learning English.	18.7%	22.7%	24.0%	13.3%	12.0%	5.3%	4.0%

Firstly, the concerned focusing issues in research question 3 signified a lot. Students pointed out their lot of grudges while being online and virtual. Concentration is lacking in studying, working, and functioning due to other attractive and entertaining apps, frequent pop-up ads, and numerous messages from various daily chatting apps and blogging websites. Therefore, in replying to the research question that "there are too many distractions with these trends in learning English, 12% somewhat agree, and around 8% strongly agree with the statement. However, 18.7% strongly disagree, and 24% of students somewhat disagree with this statement. In response to the statement, "I have difficulty remembering rules and doing examples," online English explanations are short; therefore, around 25.3% of students found it difficult to remember rules and explanations. Responding to the question, "I don't enjoy the subject when I study it alone," it did not show up as a challenge for the EFL learners. 20.0% strongly disagreed with the fact, and 34.7% disagreed with it. 9.3% are uncertain of it, while around 20% found it an issue and missed the teacher guidance and group learning. Responding to the statement, "I lack the right and appropriate resources to use in learning the language," around 62.7% disagreed or somewhat disagreed with the statement. About 24% of respondents agreed with this statement.

Graph 3. Common challenges using current EdTech trends

Time management didn't appear to be an issue for the students. However, 33.3% found it an issue and set up it as a time-consuming learning process based primarily on EdTechs. Responding to the question, "I am tired and stressed while using online resources," 18.7% of students disagreed with this statement. Around 26.6% agreed that online learning based on technology is tiresome and induces stress and health issues. Regarding the subject matter available online, it is boring and doesn't make any sense or relevance without the instructor's presence. 30.7% of respondents agreed with this fact. Around 55.9% disagreed with the fact that failures and doubts in the subject became an important issue among the students. 42.7% of respondents agreed that they are uncertain of their success if they are self-directed learners using EdTech. A sense of satisfaction also became a concern when students completed a task themselves; they were not assured and satisfied doing it independently.

Quantitative research produces objective data that can be communicated through statistics and numbers. There are two primary justifications for employing a questionnaire to investigate any study. Prior to anything else, a questionnaire is regarded as the most effective instrument for gathering voluminous amounts of data, according to Dörnyei 2009. Second, whereas interviews offer comprehensive insights

into a particular matter, questionnaires enable the collection of voluminous data, thereby yielding results that are more generally applicable ((Dörnyei, 2009). However, the quantitative analysis of the data can't generalize the outcomes of the study; therefore, the students' interview responses are also analyzed to support the results of the study.

The qualitative analysis assesses students' overall experience using current educational technology so that the responses can be evaluated in a border context. The study conducted a semi-structured interview in which a total of 12 questions were asked. Out of the total population, six students were interviewed randomly. The questions were related to students' overall experiences, perceptions, suggestions, and challenges of using current educational technology. Responding to question no. 1 that according to students, "What is the suitable way to learn English: traditional, regular, blended, or hybrid technological methods and approaches and why?" students 1 responded that blended learning is the best way to learn English in a short amount of time to improve your accents and pronunciation. While student 2 says that taking classes traditional English courses and daily soaps or telenovelas are a special kind of TV show, and they're perfect for learning a new language. Student 3 also preferred hybrid and online learning because of its flexibility. Student 4 responded that regular and traditional classes are important for learning faster, and it can vary from person to person. According to student 5, blended is a better way because you don't feel bored due to the different ways of learning via technology. For student no. 6, blende learning via classroom and using different applications and websites are best ways to prefer to learn English language. Responding to question no. 2, "What are the most popular ways to learn English: new educational technology such as video platforms, social media, websites, podcasts, videos, games, apps, LMS BB/internet, software?" student no. 1 preferred social media is the most popular way to learn English now a day, but it is not suitable for the beginners, who already know the basics of English language can learn and go to the advanced level. For student no. 2, social media and English movies are a good way of technology to learn English. Student no.3 said that social media is the best way to practice English and the best way to learn from professional you-tuber to master the English language. Student 4 preferred podcasts and English learning applications, while additionally, for student no. 5, social media and videos are a good way to be trained and practice well. Students 6 also responded, and favored for social media and the movies. Responding to question no. 3, "What gadgets, devices, or things do you use most while learning English? Is there anything you don't do not prefer to do?" student no. 1 replied that a mobile phone is easily available to have everything in it. It is quite handy to take it anywhere. Student no. 2 replied just soap operas are helpful him to improve his English. For student 3, IPad and mobile phones are quite useful to learn English. Student 4 also replied that using laptops, computer and the phone to use. Student 5, also replied that using mobile and laptops to watch movies to improve the listening skills. English apps are not that helpful in improving English. Students 6 also agreed with the same thought. Excessive use is harmful and is only forbidden by the students.

Answering question no. 4, "What tools do you use to study English? Are these trends limitless?" Most of the students preferred laptops, flash, online resources, and social media as the technological tools. Replying to research question 5, "Describe the things or facts you enjoy learning English using current trends of technology?" Students 1 could say nothing except the fact that it is really enjoyable to use the current trends. Student 2and 3 liked it to learn from daily soaps and serials. Student 4 said, "I always use my preferred topics, stories, or movies. I also, choose the time that suits me." Student 5 said the fact that speaking more than one language is amazing for him. Student 5 said that he enjoys listening to different dialects, which is possible only due to current technology. Answering question no. 6, "do you learn English while socializing online? How? Give Examples." Student no. 1 replied that he does not socialize while another said yes, soap operas are very helpful to communicate with people in the society. Student no. 3 also described that he uses online social media platforms to talk and discuss in English. Student 4 replied that he does not speak on social media but it is very helpful for him to listen different accents over social media. Student 5 also agreed that I use social media to socialize by reading and watching famous people on YouTube or Pinterest. Soap operas became very popular for socializing with people on online platforms. Responding to question no. 7, "do you learn English online through pictures, videos, blogs, etc.? How? Give Examples?" student 1,4 and 7 believed that "yes", pictures and videos on You tube is a good way to connect with the content while learning English. I can hear words and can relate with them with scene. Student 2 and 3 said that he learns English by all these mediums.

Answering question no.8, "how much time, on average, do you send online each week?" student 1, did know about it. Students 2, 3, and 6 said that every day they follow up on their mobile notifications but do not know how much time they spend on their mobile. Student 4 also spends a lot of time but is not sure about it. Actually, there is nothing that bothers him. Student 5 said that he spends almost 5 hours a day, and it mostly wastes his time. Question no. 9 asked that "how do you keep yourself updated on the new trends? what platform for learning online do you have? can you give any examples?" student 1 did not have any idea of this question. In contrast, student 2 and 6 said that some institutes like Gulf institute for English keeps him updated. Student 3 said that social media is very trendy, and Twitter, Snapchat, Pinterest, and YouTube keep him updated. Student 4 answered that he does not know any specific platform for learning. Regarding the question that how will you use technology in the next part of your career? Student 1and 4 did not reply, but student 2 said that he needs to know new technology and devices because it will be an important part in the future. Student 3 said that artificial intelligence will make the change and will bring a big change around the word. Student 5 and 6 reviled the fact that 90% of learning will be from technology, therefore it will be used a lot in learning a language. EFL learners need to know all new technologies and devices to overcome technical issues.

Regarding motivation, Student 1 didn't reply, while Students 2 and 6 said that they got motivation from applications; however, the applications need to improve spelling and word mistakes. Student 3 preferred You tube, Twitter and google while others are not free and even are very expensive. Students 6 said that English videos and applications motivated him but Applications do not teach him English. Lastly, regarding the advice for language learners, student 1 doesn't have any idea while student 2 suggests that while learning Second language do not forget the first language. Student 3 said that many perfect YouTube channels are free and very good to learn YouTube

channels are free and very good for learning English. All technology can help you to learn English fast, but one must choose the best that fits and shoots one's abilities. Students 5 and 6 suggest that EFL learners must keep learning English, whether anyone makes mistakes in speaking or writing. There are a lot of current channels that can help improve English for EFL learners.

5. Discussion

In today's advanced learning environment, social media, and YouTube videos have become excellent choices for learning and making a topic very clear for the students. The current Edtechs appeared to be all-rounders, helping the learners enhance all skills such as reading, writing, listening, and speaking. The data (96.1%) made an unambiguous indication over this statement that most of the students are very inclined to utilize the current trends to learn English on their own. Students semi-structured interviews also proved this statement that blended learning (infused with hybrid technology) is the best way to learn English in a short amount of time to improve your accents and pronunciation. The data show that gamification is not that popular among the students and shows a lack of inclination towards it. The results show that gamification, however, is exciting and attention-grabbing, but it needs the full engagement of the learner, so it is not widely popular among students. Mobiles, iPads, and laptops have become ubiquitous pieces of equipment to use and learn English in any way. The availability of handy tools has made the process easier for the students. The interview responses supported this statement when they said that their preferred tools are laptops, flash, online resources, and social media. Mobile readily phones are readily available to have everything in them. It is quite handy to take it anywhere. However, the data shows that students find it more convenient to listen to audio podcasts to improve their listening skills. WhatsApp did not prove helpful to the students since they are more comfortable chatting in Arabic.

Therefore, students are in a comfortable zone to have conversations in Arabic. The statistics analysis of the data rated positively towards using current EdTechs in learning the English language. Using these trends EFL students are very friendly to use them in and outside the classroom. They are free at their choices to use You tube videos, and other applications to watch, listen and read the online materials according to their need and preferences. They can practice live grammatical, vocabulary and writing practice exercise in the classroom and same they can do outside the class. The individual statements of the students also admitted that pictures and videos on YouTube is a good way to connect with the content while learning English. The individual interview also supported this statement that the new trends proved very helpful in learning the course in different ways. Students rated it very exceptional to use these things in the learning process. Being very communicative, engaging and attention grabbing and asynchronous accessible from certain timeframe. The substitution method in grammar and the replacement of a word or phrase with a filler word remained a few ways where the learners practiced and did not just memorized the structures. The students' cognition and understanding of concepts and grammatical topics increased using the trendy technology in learning English. However, some students preferred private institutes for English learning that kept them updated in learning all the skills. Not only the institutes but also social media is very trendy and up-to the minute to get in touch with new ways of learning. Also Twitter, Snapchat, Pinterest, and YouTube keep him updated. Student 4 answered that he does not know any specific platform for learning. Regarding the question, how will you use technology in the next part of your career? Students 1 and 4 did not reply. However, student 2 said that he needs to know new technology and devices because it will be an important part of the future. Due to a lots of benefits of EdTechs, the effectiveness and efficacy is asserted by the respondents. The synchronous and asynchronous use of EdTechs made the learning process very easy, clear and stress-free. The learning methods are changed and adopted based on the conveniences of the students, made it exceptional to use in educational process. students The multifaceted and multidimensional use of the current technologies enhances the students level of confidence. It resulted from the instant feedback of some websites and applications that helped the students to correct themselves in a timely manner and made everything easy for them.

According to the statistical analysis of the data, it was advantageous to utilize contemporary EdTech for English learning. EFL learners developed a level of friendliness sufficient to employ these trends beyond the confines of the classroom. Individuals have unrestricted access to YouTube videos and other applications in order to consume online materials that align with their personal tastes and requirements. They have the opportunity to engage in real-life grammatical, vocabulary, and writing exercises both inside and outside of class. The new trends facilitated course comprehension in a variety of ways. Students regarded the integration of these cutting-edge technologies into the learning process as outstanding. Exhibiting a high degree of communicativeness, captivating interest, and operating asynchronously, devoid of temporal constraints, proved effective for the students. Grammar substitution methods and the use of filler words in lieu of words or phrases continued to be a few instances in which students practiced rather than memorizing the structures. Students' comprehension and awareness of concepts and grammatical matters improved as a result of employing cutting-edge technology to study English. The respondents affirm the effectiveness and efficacy of EdTechs on account of their numerous advantages. Through the use of synchronous and asynchronous EdTechs, the learning process was simplified, clarified, and rendered stress-free.

The preferences and needs of the students have an impact on the modifications and adoptions of learning methods, increasing their utility in the educational process. The students' confidence is boosted through the utilization of contemporary technologies in a multifaceted and multidimensional manner. The students were able to make timely corrections and simplify their tasks thanks to the prompt feedback that some websites and applications provided. However, the use of EdTechs showed the positive side of educational technology; EFL learners encountered some challenges in using these trends. The interviewees agreed that they got motivation from applications; however, the applications also need to improve spelling and word mistakes. The interview responses also supported the challenges that students are encountering while using these trends. The YouTube, Twitter, and google, while others are not free and very expensive. Regarding this English videos and applications motivated him but only applications are not a way to uplift the level unless they are not introduced to the

basics. They agreed that it is not only the technology but other supporting things like self-motivation, discipline, readiness, preparedness, and interest for learning the second language. Choosing an appropriate and suitable channel for learning English is also a big challenge for EFL Learners. YouTube channels are free and very good for learning English. All technology can help you to learn English fast, but one must choose the best that fits and shoots one's abilities.

Therefore, in this research attempt, EdTech referred to novel technological implementations in the classrooms, which included e-learning, instructional technology, information and communication technology (ICT) in education, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-managed instruction, computer-based training (CBT), in-classroom tablets, interactive projection screens, and whiteboards, online content delivery, LMS, and MOOCs, among other examples. From interactive whiteboards to sophisticated learning management systems, EdTech encompassed innovations that revolutionize educational practices. Specifically, e-learning referred to the delivery of education and training via digital platforms (LMS). Using hardware and software technology in English language instruction and learning offered several advantages for teachers and students. These included the ability to access materials at any time, cost-effectiveness, and the potential to learn quickly within a short time frame. New trends suggested the increasing role of artificial intelligence, virtual and augmented reality, and gamification in enhancing English language learning experiences. These changes could help us learn more about multilingualism (using more than one language) and translanguaging (using language resources in new and creative ways across languages), and they could also change ELT by making language classrooms more interactive, engaging, and valuable. As a result, for the foreseeable future, English will continue to be the most widely used lingua franca, but its role in people's lives or policies will start to change.

6. Conclusion

Although students are receiving sufficient rewards, they are also encountering several hurdles. When students go online and utilize any kind of learning program, they discover that a multitude of distractions hinders their focus and attention. A certain amount of memorization was caused by the absence of course material repetition. Rules and rubrics are also harder to remember. Students also face difficulties when trying to study independently. The traditional classroom has no alternative where the teacher instructs the learners lively and tries to solve students' multiple problems. The study explains its importance so far. In addition, there is no way for students to receive quick feedback on their performance, including their strengths, areas of weakness, and current level of achievement; therefore, the study highlighted that there is no replacement for a teacher. However, when we look at the other side, hybrid and current EdTech has given an air because it is interesting, stimulating, exciting and fascinating and coping with the advancement of the time. Weighing up the different aspects it can be summed up that Artificial intelligence will make more changes and bring a significant change in the educational field around the world.

Limitations:

Using technology in language learning has many benefits, but there are also some limitations to consider. Here are a few:
- Lack of personalization: While technology can provide standardized learning experiences, it may not always adapt well to individual learning styles and needs.
- Technical issues: Dependence on technology means that technical issues or lack of access to technology can disrupt the learning process.
- Real-life interaction limitations: Technology may not fully replicate real-life language interactions, such as nuanced non-verbal communication and spontaneous conversations.
- Over-reliance on translation: When students learn a new language, they run the risk of being excessively reliant on translation resources, which can impede their capacity to think and communicate directly in the target language. Extended use of technology for language learning may lead to isolation from real-world language communities and cultural experiences.

While EdTech has its charming allure and can provide some fascinating opportunities for learning, it certainly comes with limitations, especially when it comes to adaptive learning technologies and personalized learning paths.

First off, there's the question of data privacy. With personalized learning, so much data is collected about the learner's habits, preferences, and performance. It can create a wonderfully tailored experience, but it also raises concerns about how that data is used and who has access to it. Then there's the issue of engagement. Not every learner responds well to technology. Some thrive in interactive, personal environments with a teacher guiding them, while others may find a screen less engaging. The magic of human interaction can be lost in a sea of algorithms and analytics. Additionally, the availability of resources can lead to disparities. Not every student has equal access to technology or the internet. This can widen the gap between those who have access to such adaptive learning technologies and those who do not. Creating a truly adaptive learning path that caters to every individual's unique needs is no small feat and can sometimes result in ineffective learning experiences.

In essence, while the potential of EdTech is undeniably exciting, navigating its limitations is a dance of its own.

Future research and practices in ELT: The findings from the positive integration of educational technology can truly be a game-changer for future research in the Kingdom of Saudi Arabia (KSA)! Just picture the stunning possibilities and implications for the educational landscape there.

First off, KSA has been making remarkable strides in modernizing its educational system, particularly with initiatives like Vision 2030. Positive findings from EdTech integration can serve as powerful evidence to support ongoing reforms, showing policymakers and

educators what works best for enhancing learning outcomes. The data gathered on student engagement and achievement can help tailor educational practices that resonate with Saudi learners. It means uncovering specific needs and strengths within different communities, securing a more personalized learning experience that respects and embraces cultural context.

Moreover, these findings can encourage the development and implementation of innovative teaching methods that go beyond the traditional classroom. We could see the rise of blended learning environments, where students can explore content at their own pace, making education more flexible and accessible for everyone. Just imagine the delight of students being able to learn from anywhere, enhancing their educational journey!

Furthermore, the integration of technology offers the opportunity for collaborative research and partnerships both within KSA and internationally. Sharing the successes and challenges faced can pave the way for knowledge exchange and best practices, strengthening the overall educational ecosystem. It's all about pooling our collective wisdom, and darling, that's just thrilling!

Lastly, these positive outcomes can also foster a more tech-savvy generation of educators and learners, where the focus on digital literacy becomes ingrained. This could lead to a bright future where students are not only equipped for academic success but are also prepared to thrive in a global digital economy.

Future Recommendations:

Several future recommendations can be made based on the research exploring the efficacy, attitude, and challenges of experiencing the current EdTech trends in English language learning. These recommendations include:

- Integration of technology: Further research is needed to understand how different forms of technology can be effectively integrated into English language learning environments. This includes exploring the use of mobile apps, online courses, virtual reality, artificial intelligence platforms, and augmented reality to enhance English language learning (ELL).
- Pedagogical training: Teachers should be provided with appropriate training on effectively using technology in the ELL classroom. This training should focus on pedagogical approaches that incorporate technology, such as online collaborative learning, flipped classrooms, and gamification.
- Feedback and assessment: Future research should focus on developing effective methods for providing feedback and assessing students' language skills when using EdTech. This will ensure that students receive accurate and timely feedback on their progress and language proficiency.
- Student motivation and engagement: The research should explore strategies to enhance student motivation and engagement when using EdTechs for ELL. This could include incorporating elements of gamification, reward systems, and personalized learning experiences.
- Equity and access: It is important to address the challenges related to equity and access to EdTechs. Future research should explore strategies to ensure that all students, regardless of their socio-economic background or geographical location, have equal access to technology-based ELL resources.
- Long-term effects: Further investigation is needed to understand the long-term effects of using educational technology for ELL. Research should focus on how technology impacts students' language proficiency, motivation, and overall academic success over an extended period.

Thus, the recommendations aim to improve the efficacy, attitude, and challenges faced when implementing current EdTech trends in ELL. By addressing these areas, educators can enhance the effectiveness of technology integration and help students develop their language skills more effectively.

Authers' short bio

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Authors contributions

Dr. Meenakshi Sharma Yadav was responsible the manuscript writing scientifically and Dr. Hamood Albatti was responsible for the data collection, literature review writing, and proofreading of the manuscript.

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The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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