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# The Impact of Modern Technology on Second Language Acquisition

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**Abstract:** The swift and exhilarating evolution of contemporary technology has indelibly reshaped the terrain of second language acquisition (SLA). The advent of digital instruments—including mobile applications, expansive online platforms, sophisticated artificial intelligence (AI) systems, and immersive virtual classrooms—has revolutionized the manner in which learners engage with foreign tongues, transcending the confines of conventional pedagogical environments. This article embarks on a comprehensive exploration of the multifaceted impact that modern technology has exerted upon the realm of second language learning, meticulously scrutinizing its ramifications on learner motivation, accessibility, interactive opportunities, and linguistic proficiency.

Drawing from a rich tapestry of recent scholarly research, this discourse illuminates the ways in which innovative technologies—such as mobile-assisted language learning (MALL), computer-mediated communication (CMC), and AI-enhanced personalized learning—champion learner autonomy and amplify exposure to genuine linguistic input, fostering an environment conducive to organic language acquisition. Yet, amidst these advancements, the paper astutely navigates the labyrinth of challenges that accompany the integration of technology within educational frameworks, including the specter of digital inequality, the diminishment of face-to-face interactions, and the disparate levels of digital literacy that distinguish both learners and educators.

In conclusion, the study posits that while the burgeoning landscape of technology presents substantial prospects for cultivating more flexible, individualized, and immersive language learning experiences, the degree of its efficacy is inextricably linked to an integrative approach that is thoughtfully informed by pedagogical principles and grounded in equitable access for all learners.

**Keys words:** second language acquisition, modern technology, digital learning, artificial intelligence, language pedagogy, learner autonomy.

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**Introduction.** In our contemporary and intricately woven global tapestry, the omnipresence of modern technology has irrevocably altered the very fabric of human interaction, with language acquisition standing as a prime beneficiary of this transformation. Gone are the days when the pursuit of a second language hinged solely upon the confines of dusty textbooks and the austere authority of classroom lectures. Instead, we now navigate a vibrant landscape brimming with interactive mobile applications, virtual classrooms, and sophisticated, artificial intelligence–infused tutoring systems that have collectively redefined the methodologies through which individuals embark upon this intricate journey of linguistic mastery.

This evolutionary leap has birthed an array of dynamic, tailored, and immersive language-learning experiences that are not only within reach of anyone possessing an internet connection but also vastly superior in their capacity to foster active participation and a sense of autonomy among learners. The traditional roles are thus transformed; no longer are learners mere recipients of information, but rather engaged navigators of their educational voyages.

Yet, within this commendable paradigm shift lurk pertinent inquiries: as we embrace the myriad advantages that technological advancements bestow upon language education, do we inadvertently cultivate an over-reliance on these digital tools? What of the integrity of this new mode of engagement; does it risk sacrificing the essential human connection previously integral to language learning? In delving into these multifaceted complexities, we begin to unravel the profound ways in which contemporary technology not only revolutionizes our approach to learning new languages but also presents formidable challenges that must be navigated with care and discernment.

**Main Part.** In the contemporary age, the landscape of second language acquisition has undergone a profound metamorphosis, largely propelled by the relentless advance of modern technology. A plethora of digital instruments, including language acquisition applications, expansive online lexicons, and vibrant interactive platforms, have bestowed upon learners an unprecedented gateway to authentic linguistic resources and ample avenues for practice. To illustrate, applications such as Duolingo, Babbel, and Memrise artfully employ gamified lessons that transform the often arduous task of mastering vocabulary and grammatical structures into an engaging and systematic pursuit. Furthermore, the advent of online communication tools—ranging from immersive video conferencing platforms to the ubiquitous realm of social media—empowers learners to forge real-time connections with native speakers, cultivating natural conversational competencies that conventional language classrooms frequently overlook.

Moreover, the integration of artificial intelligence (AI) alongside cutting-edge machine translation technologies has ushered in a new era of comprehension and pronunciation enhancement, driven by tailored feedback. Sophisticated speech recognition software diligently aids students in honing their accents, while adaptive learning systems meticulously track individual progress, seamlessly calibrating lesson difficulty to suit personal needs. Additionally, the mesmerizing domains of virtual reality (VR) and augmented reality (AR) create immersive, nuanced environments in which learners can practice linguistic skills within simulated real-world contexts—be it engaging in a shopping expedition, navigating foreign cities, or participating in professional meetings—thereby instilling confidence and fluency with each interaction.

Nevertheless, it is imperative to acknowledge that, despite these remarkable advantages, technology cannot wholly supplant the essence of human interaction or the rich cultural tapestry that unfolds through genuine life experiences. An overdependence on digital resources may inadvertently foster a propensity for passive learning behaviors or diminish intrinsic motivation, especially in the absence of self-discipline among learners. Consequently, an approach that harmoniously melds cutting-edge technology with time-honored pedagogical methods is likely to yield the most fruitful outcomes.

**Conclusion.** Thus, one might assert that modern technology has indelibly transformed the realm of second language acquisition, rendering it more accessible, interactive, and tailored to individual needs. While the array of instruments such as AI-enhanced applications and immersive digital experiences undeniably amplifies engagement and efficacy, the quintessential human elements—encompassing nuanced communication, cultural appreciation, and heartfelt emotional connections—remain invaluable and irreplaceable. The pinnacle of language learning is achieved when technology is deftly woven into a supportive framework, characterized by clear structure, dynamic communication, and rich cultural engagement.

**List of used literature.**

1. Chang, Mei-Mei et al. | Effects of Technology-Enhanced Language Learning on Second Language Acquisition: A Meta-Analysis | Educational Technology & Society (meta-analysis) | Analyzes studies from 1990-2015, revealing a significant effect size (~0.993) for technology use in second language acquisition (SLA) and examines moderating factors such as device type and setting.
2. Yu, Aiqing & Trainin, Guy | A meta-analysis examining technology-assisted L2 vocabulary learning | ReCALL / Cambridge (2021) | Concentrates on vocabulary learning through technology; identifies influencing factors like game conditions versus non-game, and device type. Valuable for discussions surrounding vocabulary as part of SLA.
3. Tao Hao, Zhe Wang, Yuliya Ardasheva | Technology-Assisted Vocabulary Learning for EFL Learners: A Meta-Analysis | Journal of Research on Educational Effectiveness, 2021 | Shares a similar emphasis on vocabulary, demonstrating significant effects and exploring long-term retention along with moderating factors such as game conditions and device type.
4. Li-Tang Yu | The Effect of Videoconferencing on Second-Language Learning: A Meta-Analysis | Behavioral Sciences, 2022 | Investigates the impact of synchronous computer-mediated communication (like videoconferencing) on various aspects of SLA, relevant for contemporary tools such as Zoom and remote learning.
5. Yousefi, M.H. & Biria, R. | the effectiveness of L2 vocabulary instruction: a meta-analysis | Asian-Pacific Journal of Second and Foreign Language Education, 2018 | Compares traditional methods with technology-assisted approaches, serving as a useful baseline for comparison.
6. Hasan & Benny | The Role of Technology in Second Language Acquisition (SLA): Vocabulary Learning via Mobile Phones | International Journal of English Language, Education and Literature Studies, 2025 | this recent article focuses on mobile-assisted language learning (MALL) for vocabulary, demonstrating the effectiveness of mobile applications.
7. Babazade (et al.) | The Impact of Digital Tools on Vocabulary Development in Second Language Learning | Journal of Azerbaijan Language and Education Studies, 2024 | Examines gamification and digital tools, evaluating their perceived effectiveness among younger learners, which can inform age-related differences and learner attitudes.
8. Various Authors | A meta-analysis on educational technology in English language teaching | Language Testing in Asia, 2021 | Offers insights into the effectiveness of computer-assisted language learning (CALL), addressing questions about which technology works best in specific contexts.