

# The Use of Technology in English Language Teaching

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**Abstract:** One of the key elements in advancing the teaching and learning process in universities and schools, particularly for the teaching of the English language, is technology. It could enable the instructor to give the class a more effective lesson. Technology is essential for the subject of education since instructors can do so many things, like playing English-language videos, songs, movies, and even live theater performances.

**Keywords:** Technology, Education, English Language

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## I. Introduction

Technology functions best when it is used as a tool to assist in problem-solving. For instance, because all activities must be carried out in English, in-person immersion is a desired technique to expedite language learning. But most individuals simply cannot pack up and move to a location where the language they choose is spoken. Students may still gain from immersion with technology. Future-generation messaging and social networks enable distant students to communicate with native speakers of the languages they are learning and provide authentic language practice outside of traditional classroom settings.

Dynamic resources remove boundaries to place and time, enabling students to participate in courses whenever it is convenient, and foster a feeling of community and interesting learning experiences. In general, learning settings with technology integration encourage more regular student engagement and allow students access to classmates and instructors all around the world. The investigation showed that using such technologies to interact with one another in the practical language learning procedures boosts student engagement and attentiveness. The increasing productivity of the teaching position is linked to the use of multimedia technology in the classroom and its favorable impact on the learning process (Shyamlee, 2012, p. 155).

Even hundreds of materials are available in real time thanks to technology for pupils. Students may create flashcards, access streamlined dictionaries, and browse the internet in the language they are studying. Online, you may look for coworkers, chat companions, and tutors. Instead of static examples from old textbooks, kids will discover rich examples of the languages they study. Technology could potentially improve the quality of language instruction in conventional settings. The students may, for instance, film themselves speaking a foreign language they are learning and then bring their comments and evaluations into the classroom. Instead of conversing during class, students may text one other using technology, which provides them time to concentrate and assess their performance.

By providing helpful details regarding the kind of practice that kids need, teachers may get insight into how their pupils perform. To make the whole process far more successful and efficient, teachers should modify their instructional strategies and teaching methods to meet the demands of their students. For instance, a teacher who is aware that all of her/his pupils find it difficult to read passages containing instances of the future tense should study them in class rather than wasting time with inappropriate examples. When utilized to solve problems in novel ways and/or enhance language learning procedures, technology may be a priceless component of a comprehensive approach to language acquisition.

## II. Literature Review

### 2.1 The Importance of Technology

Technology is a procedure, approach, or body of knowledge applied to a problem. Using this definition, we describe technology as a learning activity or instructional aim used within the framework of this research that makes use of technological procedures, techniques, or information. For instance, the student may finish a speech assignment by describing an object's features in the target language and recording their speech using a digital voice recorder to play it back to their instructor later (Merriam-Webster Dictionary, 2019). English students are encouraged to enhance their success in English by using classroom technology. Technology provides a wealth of learning options in addition to the conventional approaches. As a result, teachers have access to a wide variety of materials and tools. The rise in technological involvement is also explained by

Cutter. When using computers and other contemporary technology, students are more motivated than when using textbooks (Cutter, 2015).

They are often less easily distracted, and the instructor may tailor each lesson to the requirements of each pupil. Students may also utilize their household equipment to supplement their education. The use of technology has always played a significant role in the educational setting. It is a crucial component of the teaching profession that may be utilized to facilitate students' learning. When referring to the use of technology in teaching and learning, the phrase "integration" is used. It is important to reevaluate the notion of using technology into your curriculum and into teaching in order to help the learning process since it is a part of our everyday life. This demonstrates how technology enhances teachers' skills and gives them a variety of opportunities when teaching students the English language. For example, playing English-language videos or songs that are relevant to the subject the teacher is explaining will help the students comprehend the material more quickly and have a more positive perspective on it.

The use of new technology provides students with a natural environment for learner autonomy, a context for learner identity, new language use patterns, and incentive for students to create new chances for collaboration and interaction between instructors and students under various forms (Murray, 2005). Technology significantly influences instructional strategies and plays a significant role in boosting learners' actions. Teachers cannot stay up with technology if they do not utilize it in the classroom. Consequently, instructors need to be fully adept at imparting language skills through these devices (PourhoseinGilakjani, 2017; Solanki&Shyamlee, 2012). Nomass also offers potential technical methods that may be crucial in education, particularly in speaking and listening. He said that learners of the English language may study using a variety of tools, such as computer-assisted language learning programs, cutting-edge presentation software, dictionaries, chat features, and emails. The research, which used the case study methodology, concentrated on how a group of children utilized technology at school to learn English. In his suggestions for more study, Nomass emphasizes the present technological problems in classrooms and how they might be taken into consideration. The separation between theory and practice in today's classrooms is one of the issues. He demanded that these institutions include technology into their language learning programs and said that teachers should also consider these types of advances (Nomass, 2013).

## **2.2 Integrating Technology in the Classroom**

Student motivation is increased by using the internet. Students that watch educational films do so with more passion and understanding. Through computers and the internet, students may utilize technology to enhance their learning. When kids are using technology to study, it helps them develop higher level thinking abilities. In conclusion, it is crucial to engage students' attention to English languages, the real fusion of multimedia and instructional approach (Arifah, 2014). There were two distinct ways that integrating technology into a classroom was characterized. First, by using a cognitive method, students may increase their exposure to language and develop their own unique knowledge in a relevant environment. Examples of these technologies include text restoration software and multimedia simulation software. With an emphasis on language and culture, multimedia simulation software allows students to visit virtual worlds in an engaging audio-visual setting. The finest of these applications enable students to exert considerable control and interaction in order to more effectively modify their language input. The social approach, which views language acquisition as a process of socialization, emphasizes the social aspect of language learning. Students must be able to practice real-life skills in that setting via authentic social interactions. This may be accomplished by working with students on real-world activities and projects (Warschauer, 2000).

Pronunciation is a crucial aspect of learning a language. However, giving constructive criticism may be challenging. In conventional teaching environments, comments and modeling are typically provided by teachers who may or may not be skilled at first evaluating the student's assertion. The typical response is for students to repeat the pronunciation or provide an abstract explanation of how the sound should be made. With the advancement of voice recognition technology, students may get feedback in more effective and efficient ways (Zhoa, 2013). The use of technology in EFL classrooms can provide a significant and alluring method of linguistic study. The pupils get more inspired and find it simpler to speak, read, listen, and write (Ilter, 2009). However, ELLs cannot be taught only via technology. It requires a teacher who has clear objectives, is knowledgeable about the curriculum and successful teaching techniques, and who can provide kids learning opportunities to build on and interact with prior knowledge (Schwartz &Pollishuke, 2013). According to a research, wiki technology improves kids' writing abilities. The kids were encouraged to join a Wiki website where they could compose sections, read them out, and respond to those of their peers. The instant feedback that users of this technology would get, according to the learners, would be advantageous. Reading the work of their peers was another way that pupils picked up vocabulary, spelling, and sentence structure (Lin and Yang, 2011).

According to a research, employing technology may improve students' reading and writing abilities. The findings of this research demonstrated that since technological tools are user-friendly, they improve

students' abilities to write and read. The other findings of this study were that students learn more effectively when using technology tools in place of conventional teaching techniques because the Internet offered a favorable learning environment for students and a brand-new platform through which they could access lessons in a practical manner (Peregoy & Boyle, 2012). Technology makes it easier for professors and students to obtain course materials quickly. In order to prepare students for what they study to find their way into the global workforce in any field, technological advancements are crucial. Learning is made easier for students by technology, which also acts as an effective teaching tool (Rodinadze & Zarbazoia, 2012). This research study was conducted to identify key uses of teaching and learning table technologies, find acceptable teacher learning opportunities, and offer schools with information on iPads and apps in the classroom. During the second semester of 2011, 75 iPads were purchased and handed to three elementary schools, five instructors, and more than 90 pupils. This study shed light on how iPads and apps are used in primary schools and how they affect instruction and learning. Researchers found some congruence between the curriculum and applications in the iTunes App Store, even though the iPad required more work from instructors since it took a while to assess educational apps for their relevance to the curriculum and install them on individual student gadgets. Actually, 43 percent of the applications were categorized as educational. The Sydney Region in Australia's teachers thought that employing content creation apps on iPads helped children achieve greater levels of knowledge and creativity (NSW Curriculum and Learning Innovation Centre, 2012). Teachers also noted more student cooperation as a benefit (Goodwin, 2012).

Since using computers and other technology may boost students' interest in English classes and help them accomplish their objectives successfully and efficiently, it should be promoted. He emphasizes that all classes are founded on cautious use of technology and sound educational principles, and that the teacher must not feel that technology can be utilized as the only motivator (Ilter, 2009). Students' motivation has been observed to have significantly increased as a result of the usage of technology in teaching ideas. Prior to having access to the internet at school, pupils could only use social studies textbooks and materials from the school library. Students have access to the open internet and may use it to do research and deepen their understanding (Gustad, 2014).

### **2.3 The Impact of Technology on Language Learning at an Early Age**

Technology offers educational tools and gives kids global learning opportunities. Technology also provides a wealth of real resources, and young students in an environment where language learning takes a long time might easily get motivated. According to Mart (2017), learners may understand genuine language in context better by using authentic resources as models. Electronic chat, games, pan-pals, and podcasts may be entertaining for language learners, according to Larsen-Freeman and Anderson (2011). Children are often visual learners. As toddlers learn, they want to observe. Visual materials are introduced into children's surroundings via internet and computer-based activities. In the media and on the Internet, kids may hone their listening, reading, and writing skills.

Young pupils may experience the true usefulness of English via emails, the online, satellite TV, and cable. Young pupils have a lot of energy, therefore it may sometimes be challenging to teach foreign languages to them in class. When utilized properly, technology may provide young language learners a real-world, engaging environment and raise their awareness of their native tongue. Learning more about language and comprehending it better allows students to make correct, meaningful readings of texts (Mart, 2018). Young people who actively engage in communication may also learn languages outside of the classroom thanks to technology (Larimer & Schleicher, 1999; Brewster, Ellis, & Girard, 2004). The quick loss of focus that children are prone to. With the use of enjoyable and genuine materials, this time frame is often extended.

Children may find numerous real resources on the internet. The socio-cognitive method gives language learners the chance to engage in genuine social interaction. Online assignments and project studies may provide socio-cognitive approaches. Online games may help with and improve many different vocabulary topics and provide insightful linguistic feedback (Gee, 1996). The speed, high accuracy, and repetition of the lesson provided to it hundreds of times in one day are among the characteristics that define the technology. It also makes a significant contribution to the teacher's time and effort savings. Therefore, the practice of repetition greatly aids the youngster in learning and understanding the lesson. Computer-based activities provide language learners with instant information and top-notch resources. Multimedia and a range of websites assist students to comprehend more, according to Tomlinson (2009).

### **2.4 Technology Makes Learning English Language Easier**

The use of technology has significantly altered how English is taught (Altun, 2015). It provides a plethora of opportunities for the development of engaging and effective instruction (Patel, 2013). The usage of multimedia literature in the classroom aids students in learning vocabulary and grammar. Through the use of written texts, visual media, and the internet, multimedia also improves students' linguistic expertise. Students

may obtain knowledge and access a variety of resources for language analysis and interpretation, as well as settings, via the use of print, video, and the internet (Arifah, 2014). The usage of the internet raises students' motivation. The use of film in the classroom aids students in understanding and developing

excitement with knowledge. When technology is employed in the learning process, such as a computer and the internet, students may gain relevant knowledge. When pupils study technology, it aids in the development of their higher-level cognitive abilities. In conclusion, it is crucial that students concentrate on learning English using a genuine blend of multimedia and instructional strategies (Arifah, 2014).

Due to the use of technology, language classes are now engaging environments where students are given relevant activities (Dawson, Cavanaugh, & Ritzhaupt, 2008; Gilakjani, 2014). The findings of this research demonstrate that the employment of technological tools improves students' reading and writing skills since they are user-friendly. The study's second conclusion was that students learnt lessons more efficiently when technology tools were used in place of conventional teaching techniques since the Internet offered a stimulating learning environment (Peregoy, Boyle, 2012).

### III. Conclusion and Recommendations

According to this research, utilizing technology to learn English is extremely important. Having such technological tools in the classroom enables the instructor to educate his or her pupils using a variety of techniques. Additionally, the research we discussed demonstrates that technology is one of the key pillars of the contemporary period. It facilitates discussions and helps the instructor with the teaching in a big way. We must remember that students may benefit from electronic tools for information collecting, vocabulary study, and listening to English debates. Technology must be employed in the classroom overall due to its significance and efficiency.

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