

Integration of Technology in English Language Teaching

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ABSTRACT

This quick growth and evolution of information technology have made investigating the new teaching paradigm more accessible as a result, technology plays a vital role in English teaching. Using multimedia to establish an environment for teaching English has distinct advantages. Technology has become an integral component of the learning process inside and outside the classroom. Almost every class of language incorporates technology. The usage of technology has assisted and enhanced language acquisition. Technology facilitates instructors to modify classroom activities, so increasing the language-learning process. The significance of technology as a tool for teachers to promote language acquisition for their students continues to rise. This study examines the role of modern technologies in English as a second/foreign language learning. Different attitudes that encourage English language learners to improve their learning skills through the use of technology were discussed. In this work, the author defines the terms technology and technology integration, explains the use of technology in language classrooms, examines the importance of multimedia technology to language instruction, and identifies the challenges associated with implementing these technologies. The literature review revealed that the successful application of new technology increases language learning skills in students.

Keywords: *Technology, Language, Language Teaching, Multimedia, Digital*

1. INTRODUCTION

Language acquisition is complex. Institutions must devote time, effort, and resources to accommodate varied learning styles for students to attain foreign language competency. Language-teaching institutes provide intense foreign language education to minimise learning time. This explains the interest in merging techniques with instructional technology that inspire learners and meet their demands. Research suggests that institutions that lag in integrating technology won't be able to satisfy the needs of the knowledge-based society and won't survive the change in the education paradigm. Modern teachers face new problems and responsibilities. Technology has revolutionised English instruction. Technology makes teaching more entertaining and productive. Technology drives social and linguistic transformation. Technology affects education, labour, and culture. After 1960, English use soared. English is the language of social context, politics, socio-culture, commerce, education, industries, media, libraries, cross-border communication, curriculum, and education. It affects university admission and well-paid commercial positions. Since there are more English learners in India, several teaching approaches are being tested. Multimedia in ELT creates English settings. It has been proven and is generally acknowledged for teaching English in the current world. It lets students become involved and learn based on their interests.

Digital Literacy

The above-described inclusion of technology into school-wide teaching methodology will result in developing digital literacy skills alongside acquiring a second language. It might be claimed that the ever-expanding digital technology connectivity is reshaping social structures and relationships in a manner that is more accessible, democratic, and ultimately liberating. Because learning and literacy are changing dramatically in the digital age, digital literacy must find someplace in education, but what does it require to be digitally literate? There are several definitions of digital literacy, and it is fascinating how the meanings have shifted to

mirror the evolution of technology. One definition suggests that it is the capacity to comprehend and use information supplied via technology in diverse formats and from various sources. Literacy in the twenty-first century necessitates a more 'multimodal' approach because multimodality is more prevalent, diversified, and significant than ever before. One may also argue that digital literacy is increasingly crucial today that an increasing number of secondary students bring mobile devices that have the potential to revolutionise classroom activities. It is not simply about the industrialised world: The developing world is now more mobile than the developed world, and the worldwide spread of mobile phones is occurring at an unprecedented rate in the history of technology. This is significant in secondary education since practically every student carries a mobile device, making it the obvious choice for material delivery, fieldwork, and data collecting. This combination of available applications and a device that learners often carry presents a chance to introduce learners to study tools that may be useful to them in the future and fresh, compelling approaches to language acquisition. The ramifications for secondary education are very dramatic. However, in most secondary education settings, students are not permitted to use these devices, even though, in many instances, they might be effective language-learning aids. The last case study illustrates a teacher who has begun implementing mobile learning in her classrooms and how she and a colleague overcome objections from the school and some of their colleagues.

Technology and English Language Teaching

Various researchers have provided definitions of technology. It is applying knowledge in a particular field and a means of accomplishing a job utilising technological procedures, methods, or expertise. In addition to machines (computer hardware) and instruments, the use of technology entails organised relationships with other humans, machines, and the environment. Cambridge Dictionary has defined technology as "the study and knowledge of the practical, especially industrial, use of scientific discoveries" (Cambridge Dictionary).

English is "reportedly the most commonly 'learned' the second language around the world" (Crystal, 1997). English's popularity grows, and so does the need for trained teachers. Some teachers employ "cutting-edge" technology, while most still teach traditionally. None of these conventional ways harm pupils. They're still helpful today. ESL students who learn the language for more than enjoyment have many more possibilities to acquire confidence, practice, and expand themselves. They must embrace multimedia technologies to stay up with ELT and build confidence.

The 21st century is the age of globalisation; thus, learning other languages, especially English, is necessary. English Language Teaching has been around for years, and its importance is growing, partly due to the Internet. In 2000, there were around a billion English learners, but a decade later, the number doubled. English learning peaked in 2010, according to the projection. Over 80% of online content is in English, according to research. For the first time, there are more non-native than native language users, and a variety of learners, age, nationality, learning history, etc., is a distinguishing element of ELT today. "The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement" (Patel, 2013).

With the rapid development of science and technology, multimedia technology and its application to teaching, featuring audio, visual, and animation effects, comes into full play in English class teaching, setting a favourable platform for reform and exploration of the English teaching model in the new era. Multimedia technology promotes student involvement and teaching effectiveness in English classes. Technological advancements are transforming how we communicate with the rise of English. The rise of the Internet has assisted the expansion of the English language at a time when computers are available to many. With this, literature on using technology to teach English has increased. These publications mainly recognize technology as crucial to education. In a sense, a propensity to stress technology's involvement in leading to the point of obliterating the human instructor has become prevalent. If we disregard technical advances, they will continue, and we may never catch up, regardless of our field. Language teachers must know the latest and most excellent equipment and what's accessible in each circumstance. Multimedia may help teachers offer colourful, engaging lectures.

Language learning strategies vary. Some are good for testing and remote learning, while others teach business English, spoken English, reading, listening, or translating. For numerous reasons, all language learners

and teachers must know how to use the new technology. New technologies emerge and spread so swiftly that we can't ignore their effect.

Technology and Language Skills

Modern language teaching and learning technologies include, but are not limited to, language laboratories, digitalization, multimedia devices, cell phones, audio/visual multimedia content, and social media, all of which can assist a more rapid and thorough language progression. "Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication" (Grabe & Stoller, 2002). To acquaint pupils with language vocabulary and structure, the application of multimedia content in the classroom might incorporate printed texts, multimedia, learning games, and the Internet, for instance.

1. Listening Skills

Teachers can launch a vast array of graded listening materials intended exclusively for second language learners to enhance their listening abilities. Depending on what students have already learned and their interests, a variety of accessible websites and natural listening resources, such as YouTube lectures and news broadcasts, might be used. Each student may have a fully individualized experience while studying the same material.

2. Speaking Skill

Pronunciation is a crucial beginning point for language study. The video clip display might offer pupils specific instructions on using their mouth and jaw to make a particular sound. The use of speech recognition technology will assist students in accurately pronouncing famous words and phrases, and they will receive focused feedback and grading to perfect their pronunciation. "For younger learners, effective classroom strategies have traditionally involved using songs, rhymes, and traditional stories with repeated language structures. The Internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary" (Motteram, 2013).

In addition to facilitating solo practice, technological solutions may pair students for spoken engagement and improve communication. Thus, teachers may organise language classes more efficiently, allowing students to spend more time speaking and engaging in active learning.

3. Reading Skills

Reading comprehension demands knowledge of basics, language, and higher-order cognitive abilities. Teachers might pick resources ranging from vocabulary development to exam preparation to increase pupils' reading comprehension incrementally. Software solutions monitor students' development, which increases their knowledge of their deficiencies and strengths and, as a result, provides individualised reading materials for enhancing particular abilities.

4. Writing Skill

Language learning software might help students generate and visualise ideas, organise material systematically, and do other tasks. Spell-checking software examines everything that pupils input, making it simple to discover and correct problems fast. Blogs allow students to produce more expressive personal writing and to engage in peer criticism while modifying shared versions of written work. All accessible software solutions may be utilised successfully to enhance pupils' writing abilities.

Benefits of technology for the teacher

In a digital educational environment, adaptable classroom settings with linked devices, multimedia tools, and purposeful architecture enable positive student interaction and a mix of autonomous, small-group, and whole-class learning. Modern language teaching tactics include multimedia, conversational approaches, numerous resources, and educational games to expand students' exposure to language and build their own expertise. Videos, photos, and software let teachers bring the real world into the classroom. Making theory practical drives students to practice and be engaged in language acquisition.

Benefits of technology for the student

Technology enhances students' opportunities for genuine connection with native speakers and other language learners of varying proficiency levels, both within and outside the classroom. Practicing leads to mastery, and technology-rich language learning facilitates this process. As they transform from passive recipients to active learners, students may become very enthusiastic about language learning and motivated to practice more with the aid of devices that allow them to practice a language through voice recognition and interactive multimedia exercises, among other features. Much greater latitude is provided to pupils within the classroom to pick how they pursue the language, and choose where and when to learn outside the classroom. Self-determination and personal accountability foster a more thorough and enriching linguistic immersion.

The necessity of Technology in English Language Teaching

Today, traditional teaching methods and environments are unpopular, while multimedia technology featuring audio and visual animation effects naturally and humanely gives us more access to information. With abundant information and crossing time and space, multimedia technology offers a sense of reality and functions very well, greatly cultivating students' interest and motivation in the study and their class involvement.

Traditional instruction hinders students' ability to comprehend certain language, as well as its structure, meaning, and purpose, and renders them passive knowledge receivers, making communication difficult. With professors' instructions directing students' cognitive processes and stimulating their emotions, multimedia technology integrates teaching and learning and motivates pupils. Visual and colourful PPT courseware helps students translate English learning into capacity building. Group discussions, subject discussions, and debates can also help students and teachers communicate. Multimedia education has encouraged students' positive thinking and social communication abilities.

Multimedia courseware offers students more information than textbooks and exhibits colourful cultural backdrop, rich content, and true-to-life language resources. Learners might enhance their listening and western culture. Grabbing information from numerous means helps empower students with the knowledge, promotes information-sharing, and encourages active class discussion and conversation.

Multimedia lessons boost class efficiency, enrich teaching material, and disrupt the teacher-centered teaching paradigm. Students have trouble speaking in massive courses. Multimedia sound labs provide personalised and cooperative learning. Traditional classrooms prioritise professors' instruction. Therefore, information is limited. Multimedia technology transcends time and place, produces a vibrant, visual, authentic English learning environment, inspires student initiative, and saves time while increasing class knowledge.

Multimedia teaching emphasizes students' roles and teacher-student "interaction." Multimedia education improves students' listening and speaking skills and communicative competence. The teacher's function as a facilitator is critical. Multimedia in context creation provides an excellent teacher-student dialogue platform and improves the traditional classroom teaching style. Teachers no longer passively enter material in the classroom. Multimedia language instruction offers context. This technique makes class vibrant, entertaining, and organised. Multimedia is visible and lively. Multimedia English instruction combines sounds and graphics, boosting instructors' and students' initiative. Teachers can utilise multimedia software to improve class content and create instructional courseware by imagining new scenarios. Multimedia helps students grasp instruction.

Multimedia instruction is adaptable. Context can be created in class and after that. Multimedia language instruction may establish a multimedia language environment. We think that English instruction should be teacher-guided and student-centered. Teachers may help students with classroom challenges. In such cases, students might utilise new technologies to contact professors and receive email replies.

Indian Perspective

The English language is highly esteemed in India. In recent decades, its significance as a second language has expanded exponentially. English has a more significant function and status in India than ever before. The fact that it is the primary medium of education is proof of the prestige connected with its usage. With the progressive growth in the number of English language learners, various teaching methods and approaches have been employed in various institutes across the nation to evaluate the efficacy of the teaching-learning process.

Technology has begun to play an essential part in language instruction and is often seen as having altered traditional teaching approaches.

As a result of technology's effect, English language laboratories are progressively becoming the norm for imparting communication instruction. The fact that it satisfies both the visual and aural senses has contributed to its growing appeal in language instruction. It is well-established that technology enhances teaching effectiveness in English communication classes. The application of technology in the form language laboratories for teaching and studying English has increased the use of English and is altering the way we communicate.

Various and essential components of language acquisition may be addressed quickly and efficiently with the use of technology. Through digital language labs, accurate pronunciation, typically viewed as a formidable obstacle for non-native speakers, becomes incredibly simple to learn and utilize. The stimulations offered for appropriate and pertinent linguistic context aid instructors and students in engaging and productive teaching-learning situations. The use of multimedia technology in developing language-learning software has enabled the dissemination of more effective and engaging instructional models in schools. The instructor utilises these to teach topics and ensure the learners' long-term memory.

Thus, the learner/student is able to utilise her classroom time more effectively to facilitate the transmission of knowledge from the content programme to the students. With the development of English language laboratories, the role of instructors has transformed from information transfer agents to facilitators of actual language acquisition.

CONCLUSION

Multimedia language teaching promotes students' learning motivation interest, which may be a practical strategy to get them involved in language learning. Context building of ELT should be built on openness and accessibility of teaching resources and information. "According to a research conducted by Parvin and Salam (2015), learners can expand their exposure to language in a relevant environment and create their own knowledge by utilising technology" During the process of enhancing multimedia English instruction, students are inspired and guided to communicate with each other. We believe that as technology advances, multimedia English instruction will grow. English learning will be student-centered and faster. It claims to increase teaching quality and develop students' practical English skills, boosting their communication capacity. In conclusion, we believe this technique may increase students' creativity and practical language abilities, which are essential for teaching and learning. Multimedia technology may be utilised effectively in ELT classes with sufficient computer skills, overcoming financing challenges in setting up the infrastructure, and preventing instructors from becoming technophobes.

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