

THE TEACHING OF ENGLISH LANGUAGE EDUCATION USING TECHNOLOGY IN THE 21ST CENTURY

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Abstract

The application of modern technology represents a significant advance in contemporary English language teaching methods. Electronic teaching programmes have become the predominant preference of instructors since they arguably boost positive student engagement with teachers and incentivize overall English language learning. Most contemporary English language teachers now actively incorporate a range of technological aids designed to facilitate optimum teaching and learning. This paper therefore addressed various elements of the technology used in English teaching by devising innovative curricula which harnesses recent scientific and technical developments, equip instructors with the technological skills to ensure effective and quality subject delivery, provide technical media such as audio-visual and modern technical programmes, and create student-teacher platforms which maximize positive language learning outcomes. The relevant literature has been reviewed, technology defined linguistically and conventionally, and correlation with modern teaching skills fully evaluated. The paper concluded by offering a number of recommendations among which are that English teachers should develop classroom dialogue and discussion programmes which use modern technical means such as screens, projectors, and smart panels in order to promote student mastery of the English language.

Keywords: Teaching, learning, English Language, education, technology

Introduction

The use of modern technology employed in teaching the English language is broadly understood to encompass and involve an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved

by enabling the student and/or teacher to revisit problematic content time after time until it is fully understood and assimilated.

Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression. According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and hone their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results.

The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep pace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these resources may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

Previous Research

Stepp-Greany (2012) used survey data from Spanish language classes which utilized a range of technological approaches and methods in order to determine the importance of the role of teachers, the relevance and availability of technology labs and individual components, and the effect of using technology on the learning process of a foreign language. The results confirmed student perceptions of the teacher as the primary learning facilitator, and stressed the importance of regularly scheduled language labs and the use of CD Rom. Stepp-Greany recommended a follow-up study to measure the effects of relevant technology on the learning process of foreign language acquisition.

Warschauer (2010a) proposed two different ways to integrate technology into the class: a *cognitive approach* which gives learners the opportunity to meaningfully increase their exposure to language and thus make their own knowledge; and a *social approach* which gives learners opportunities for authentic social interactions as a means to practice the real-life skills obtained through engagement in real activities.

Bordbar (2010) investigated the reasons and factors behind language teachers' use of computer technology in the classroom. The study further explored teacher attitudes towards computer and information technology and the various ways they applied practical computer-assisted language learning experience and knowledge to their own language instruction delivery. The results found that almost all the teachers held positive attitudes towards the use of computers in the class. The results also underscored the importance of teachers' overall perceptions of technology, technological experience, skill, and competence, and the cultural environment that surrounds the introduction of IT into schools and language institutes and shapes attitudes towards computer technology.

Shyamlee (2012) analyzed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee recommended the use multi-media technology in classrooms, particularly as its positive impact on the learning process aligns with the ongoing efficacy of the teacher role. The findings of the research support the proven futility of traditional English teaching methods, and confirm that learners are more enthusiastic and interactive when using modern technology to assimilate English. Statistical data reiterates that a high percentage of those learning English language skills do so via modern media such as smart boards, computers and screens, as compared to traditional teaching methods. Moreover, the study reveals that the interaction with teachers and overall responsiveness of students in the classroom is significantly improved when using modern techniques in English teaching. In fact, it is clear both that students are more likely to learn from electronic curricula and that English language teachers prefer to employ modern technology rather than traditional methods of instruction.

An Overview of Teaching and Learning of English Language

The topic of English language teaching and learning has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. Since the current era is epitomized by the ubiquitous

use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such technology into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods. Obsolete teaching practices include a number of problems, as follows:

- 1) Traditional methods lead students through precise curriculum content and rely on outdated learning aids such as blackboards and textbooks. As such, the teacher merely relays the information without accounting for positive or negative results.
- 2) These traditional methods rely on simple strategies that do not meet the purpose of learning or basic needs in the process of teaching. Since such teacher-centred pedagogies situate the learner as a recipient, their overarching goal is the extent to which a student can replicate information without necessarily understanding it.
- 3) Students rely on received sounds and images as opposed to interaction and discussion with the teacher.
- 4) Student accreditation by means of set texts tend to foster boredom and loss of motivation and attention in attainment, as opposed to modern technological teaching methods which inhere numerous incentives that increase the likelihood of acquiring English language skills in a timely and positive way.

In light of the above obstacles, the present study was undertaken to ring-fence the causes at the heart of the problem and attempt to resolve the issue by introducing a range of modern technologies into the context of English language teaching.

Relevance of the Study in 21st Century

The study aims to advance knowledge in a number of significant areas. In the first instance it will identify traditional teaching practice challenges which retard or obstruct the process of effective language learning in order formulate a range of solutions to update them with technological methods and aids. The research will also evaluate the scale of the difficulties confronted by English teachers who use modern technology and determine whether additional IT skill training is required. It is hoped that the ensuing data may be used as a reference guide for future researchers in the same field and context, along with a detailed analysis of the teaching and education sector as intrinsic to the infrastructure of any modern society.

Technology has become wide spread in all forms of contemporary life. Since the teaching process cannot be atomized from this global trend, this study further considers the impact of recent English teaching technology as compared to traditional practices which arguably render students passive, and prone to boredom. Indeed, this study demonstrates that the introduction of modern technological assistance yields timely learning progress and improved student proficiency across all English language skills including writing, reading, and conversation. Ultimately, the paper provides key educative stake-holders and authorities with practical solutions to tackle the problems related to the use of modern technology in English language teaching for teachers and students alike.

Technology

What is “technology”? Many people probably have a general understanding of this word. However, it is easier for most people to give examples of technological equipment, rather than a clear definition of the word. College students could mention such devices as computers, radios, televisions, CD/DVD players, digital cameras, photocopiers, and other modern gadgets. Middle aged people could mention electric drills, electric saws, laser levels, and other handy tools. Elderly people could mention film cameras, vacuum tubes, gasoline engines, and diesel engines. But do these examples define “technology”?

According to The American Heritage Dictionary of the English Language, the word “technology” is derived from the Greek word “tekhnologia,” meaning “systematic treatment of an art or craft.” Thus, in modern English, the first listed meaning is “the application of science, especially to industrial or commercial objectives.” The second listed meaning is “the scientific method and material used to achieve a commercial or industrial objective.” As mentioned above, college students are most familiar with the next meaning, “electronic or digital products and systems considered as a group: a store specializing in office technology.” However, the last definition is the most historic and the most interesting. The dictionary mentions that this definition is from the field of Anthropology: “the body of knowledge available to a society that is of use in fashioning implements, practicing manual arts and skills, and extracting or collecting materials” (American Heritage).

Do these definitions help people understand what “technology” is? Does it mean something different now than it did to the ancient humans? Even though the “technology” of 2010 A.D. is vastly different compared to that of 2010 B.C., it still fulfills the same purpose in the lives of people today: it helps to improve food, clothing, and shelter. In that same process, it helps humans to do better whatever they need to do in order to survive. It helps many people to

communicate better, feed their families better, and do their jobs better. Even though most of the “pure science” taking place in research laboratories will not directly affect people, the everyday products of “applied science technology” are helpful tools to improve the quality of human lives.

So, as the Merriam-Webster Medical Dictionary states, “technology” is just “application of knowledge to practical purposes” or “a scientific method of achieving a practical purpose” (Merriam-Webster). Fred Flintstone and his friends had only animal power and stone tools for their technology, yet somehow ancient scientists constructed enormous astronomical calendars such as Stonehenge, simply so they could plant their crops at the correct time every year. Other ancient ancestors built huge pyramids out of dirt or stone to honor their Creators. But the spears of the cavemen, as well as the bows and arrows of the Native American Indians, were very effective examples of “Stone Age” technology. The efficacy of these early stone tools could easily be demonstrated by their ability to kill animals for dinner. Undoubtedly, these “Stone Age” warriors also discovered that this same technology could bring down humans just as easily as animals.

After the “Stone Age” came the “Bronze Age,” when humans first learned to forge metal tools. These craftsmen also noticed that metal tools could be sharpened much better than stone tools. Later, the “Iron Age” laid the foundations for the “Industrial Revolution,” but iron technology also produced cannons and guns. As weapons technology improved, so did its power; efficient projectiles capable of killing several animals or humans replaced the old-fashioned hand-to-hand combat of ancient warriors. Today’s WMD technology can kill millions of people with one bomb.

Does technology really improve human life, or just make it more complicated? Perhaps modern people need to heed the 200-year-old message of Tensquatawa, the Shawnee Prophet, who preached to Native Americans and to anyone else who would listen. He warned against the evil tools (technology) which corrupt and destroy human beings, in opposition to the good tools (technology) given by the Creator (“Master of Life”) to help human beings. In the twenty-first century, technological tools and machines outnumber people. Hopefully, the machines will not enslave humanity, such as seen in the Terminator and Matrix movies. If humans do not learn how to control technology, it will control them.

Based on the above explanation, it can be said that technology has big influence towards the education worlds. It can be used to develop the quality of education in every field of studies. Based on the writer’s believe, the things that the thing that should be improved is the using of

media. The result of some researchers has shown that media has superiority to help teachers to deliver learning message faster and easier for students. In addition, media have a positive effect and can change the students' behavior to be creative and dynamic. Then, the role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process.

The using of technology as media in classroom is very helpful. Furthermore, media technology can increase the students' interesting in learning process. Movie as a one of the kind of modern technology, can be used as a good media since it is an enjoyable things for students. Computer technology is an invention that allows present some or all forms of stimulus, namely relations or human interaction, reality, moving images or not, the writing and voice recorded. Therefore, learning would be more optimal (<http://www.ialf.edu/kipbipa/papers/OudaTedaEna.doc>), however, problems arise not as easy as imagined.

Teacher is a person who has the ability to realize the five forms of the stimulus in the form of learning. However, most of teachers do not have the ability to bring it to the fifth stimulus computer program. The solution is to realize the stimuli in a computer program using macro media flash applications and thus the teachers will easily realize teaching ideas.

Instructional media in general is the process of teaching and learning aids. In addition, instructional media is anything that can deliver the message, to stimulate thoughts, feelings, and the willingness of the students so as to encourage the creation of learning process in self-learners. Learning media includes all the necessary resources to communicate with learners. This could be either software (software) which contains a message or educational information, while equipment (hardware) is a means to be able to display the messages contained in the media.

Learning interest owned by learners is assumed to increase academic achievement. It would be appropriate if the learning media is capable of learning the presentation: saving time in class, easy to show examples that exist in everyday life, can be packed more interesting because of the shape and colour can be played in accordance tendencies shape and colour preferred learners. Macromedia flash is one of the computer software that are able to be used to create images, animations and other students were able to increase the interest to follow the teaching and learning process.

Teaching: the concerted sharing of professional knowledge and experience, usually organized within a discipline: more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

Reasons for Using Technology in English Language Teaching

Jacqui Murray (2015) presents the rationale for using technology in English language teaching as follows:

- 1) Technology allows students to demonstrate independence.
- 2) Technology differentiates the needs of students.
- 3) Technology deepens learning by using resources that students are interested in.
- 4) Students actively want to use technology.
- 5) Technology gives students an equal voice.
- 6) Technology enables students to build strong content knowledge wherever they find it.

Merits of Using Technology in English Language Teaching

English-language students are highly motivated by the use of the modern technology such as radio, TV, computers, the Internet, electronic dictionary, email, blogs, audio-visual aids, videos, and DVDs or VCDs. Nasser (2017) further buttresses the above assertion as stated below:

- 1) The use of technology in teaching English is deemed interesting and motivating as the student reacts with the subject.
- 2) Technology plays an important role in the process of teaching English by enhancing timely understanding, and thereby enabling students learn more efficiently.
- 3) Teachers perform more effectively when using modern technology since they can communicate with the students through a variety of ways.
- 4) The use of modern technology enables both teachers and students to access a wealth of books, publications, and references which are directly relevant to the English language curriculum.
- 5) Modern technology encourages student self-sufficiency which better equips them for the future.
- 6) Unlike traditionally passive teaching methods, modern technology teaching and learning aids incentivize both teacher and student.

Drawbacks of Using Technology in English Language Teaching

- 1) Many teachers and students have limited access to modern technology.

- 2) The role of the teacher can be relegated in cases where students become over-reliant on modern technology.
- 3) It can reduce student social activities by consuming most of their free time.

Conclusion

In summary, it is clear that despite genuine efforts to modernize traditional methods of teaching English, residual obsolete practices should be phased out and replaced by the use of the available technology on offer via computer, smart devices, display, audio-visual materials, and electronic approaches. This study underscores the vital educative potential and numerous benefits of technology in the language classroom for positive learning outcomes in the language classroom and the wider world, the financial implications of setting up the infrastructure, and encouraging teachers to overcome their anxieties around of teaching technologies. Of course, the purpose of both traditional and modern technologies is to maximize students' English skills and provide a space where learning can be best facilitated. One of the ultimate goals of using modern technology is to actively engage them students in language learning and motivate them to acquire English language skills in a practical and realistic way.

This can be achieved through an open learning context which fosters openness and access to the subjects and information through modern technology means, wherein students are motivated and directed to communicate with each other. In terms of future development, it is clear that multimedia will be integral to the student-centred process of teaching English to modern standards. As such, the quality of teaching and application of students to modern educational foundations would benefit from an extensive survey of English language skills in to improve overall communication proficiency.

In conclusion, we believe that this process can fully enrich student thinking and practical language skills and promote improved efficacy in overall teaching and learning. Indeed, it is evident that many routine learning issues can be overcome through the effective incorporation of technology and appropriately trained teachers, while funding ramifications can be addressed through ministerial planning and the establishment of an infrastructure that prioritizes the interests of effective learning.

Suggestions

Based on the discussion so far, the researcher suggested the following thus:

- 1) Substitute modern technology for obsolete English language teaching methods.

- 2) Provide appropriate training for all teachers to use modern technology in English language teaching.
- 3) Adopt complete electronic curriculum projects in line with modern requirements.
- 4) Urge English teachers to encourage students to use modern technology as a means to develop their language skills.
- 5) Establish Internet networks within educational institutions to equip teachers to properly avail of modern technology.
- 6) Provide appropriate student training in all forms of available technology in order that they maintain pace with the requirements of the electronic curriculum.
- 7) Establish an English language teaching portal school-home connection to enable students to learn in their free time.
- 8) English teacher development of classroom dialogue and discussion programmes which use modern technical means such as screens, projectors, and smart panels in order to promote student mastery of the English language.

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