

Application of Technology in English Language Learning

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Abstract:

Technology use is now a crucial component of education both inside and outside of the classroom. Most language classes make use of technology in one way or another. Language learning has benefited from and been enhanced by the use of technology. With the use of technology, educators may modify lessons and improve language acquisition. Technology is becoming an increasingly important tool for teachers to assist their students learn languages. This study focuses on how modern technology can be used to learn English as a foreign or second language. It covered several viewpoints that encourage English language learners to use technology to improve their learning abilities. In this paper, the researcher defined the terms "technology" and "technology integration," described how technology is used in language classrooms, reviewed earlier research on the topic, and offered some suggestions for more effective use of these tools, which can help students develop their capacity for learning.

Keywords: Modern technology, technology integration, language acquisition, learning abilities,

Introduction

Language plays an important role in international communication activities. For example, students used different components of English language skills such as listening, speaking, reading, and writing to improve their language skills and communication. According to Becker, 2000, computers are seen as an instructional tool in language classes where teachers have easy access, are adequately prepared, and have freedom. Many teachers view computer technology as an important part of providing a quality education.

Bull and Ma (2001) argue that technology offers unlimited resources for language learners. Harmer (2007) and Gençlter (2015) argue that teachers should encourage. Tomlison (2009), Genç (2015) and Erasmus (2003) argue that using computer-based activities provides learners with fast information and relevant materials. Erasmus and Erasmus also argue that internet materials motivate learners to learn more. Larsen-Freeman and Anderson (2011) argued that technology offers teaching resources and provides learning experience to the learner's world. Technology provides many authentic materials to the learner and can motivate them in learning language.

Technology is an integral part of teachers' profession and can be used to support learners' learning processes. It has always played an important role in teaching and learning environments. When we talk about technology in teaching and learning, we use the term 'integration.' With technology being

a part of our daily lives, it's time to rethink the concept of integrating technology into the curriculum and teaching to support the learning process. This means that technology becomes an integrated part of the learning process and a major concern for teachers from preparing learning experiences till the teaching and learning process. According to Lamand Lawrence (2002) and Pourhosein Gilakjani (2017), technology assists learners in adapting the learner's learning process and provides them with access to information that their teachers may not be able to provide. The researchers went on to state that the use of technology helps learners to learn, based on their interests. Technology also satisfies both visual and auditory senses.

According to Pourhosein Gilakjani(2013),the use of technologies has the great potential to change the existing language teaching methods. Pourhose in Gilakjani and Sabouri (2014) emphasized that through using technology, learners can control their own learning process and have access to innumerable data over which their instructors have no control over. Innovation plays a significant part in advancing exercises for students and altogether affects educators' instructing strategies. Thus, it is very important for teachers to have a full knowledge of these technologies in showing language abilities (Pourhosein Gilakjani, 2017; Solanki and Shyamlee1, 2012)

Fostering students' familiarity and abilities relevant to technology provides evenhandedness, irrespective of students' background. In spite of the fact that students have been naturally introduced to a technologically rich world, they may not be skilful users of technology (Bennett,Maton&Kervin, 2008). Also, simply giving admittance to innovation isn't sufficient. Significant improvement of innovation based information is critical for all students to amplify their learning (OECD, 2010). In this paper, the analyst will survey a portion of the noteworthy issues relevant to the utilization of technology in improving English language abilities. These issues are as per the following: meaning of innovation, the utilization of innovation in the classroom, past studies on using technologies in improving English language learning skills, and recommendations for utilizing advances.

2. Definition of Technology and Technology Integration

Innovation has been characterized by various researchers. As per İŞMAN (2012), it is the viable utilization of information especially in a particular region and is an approach to doing an errand particularly utilizing specialized cycles, techniques, or information. Dockstader (2008) characterized technology integration as the utilization of technology to develop the educational setting. It upholds the classroom training through setting out open doors for students to finish tasks on the PC instead of the ordinary pencil and paper.

3. Use of Technology in English Language Class

Learners must utilize technology as a significant part of their learning process as technology is an effective tool. Educators ought to demonstrate the utilization of technology to support the educational plan so students can expand the genuine utilization of innovation in acquiring their language abilities (Costley, 2014;Murphy,DePasquale,&McNamara,2003). Learners' cooperation can be increased through innovation. Collaboration is one of the significant instruments for learning. Students helpfully cooperate to generate errands and become skilled through perusing their friends' work (Keser, Huseyin, and Ozdamli, 2011

Bennett, Culp, Honey, Count, and Spielvogel (2000) stated that the utilization of PC innovation lead to the improvement of educators' instructing. The utilization of PC innovation assists instructors

with meeting their students' instructive requirements. As per Susikaran (2013), essential changes have come in classes alongside the teaching strategies since chalk and talk s technique isn't adequate to effectively teach English. Raihan and Lock (2012) express that with a very much arranged homeroom setting, students figure out how to proficiently learn. Technology-enhanced teaching environment is more effective than lecture-based class. Instructors ought to track down techniques for applying technology as a valuable learning instrument for their learners although they have not learnt technology and are not able to use it like a computer expert.

The application of technology has considerably changed English teaching methods. In conventional homerooms, educators stand before students and give talk, clarification, and guidance through utilizing slate or whiteboard. This technique should be changed concerning the improvement of innovation. The utilization of mixed media texts in study hall helps student's to become familiar with vocabulary, print texts, film, and web to improve students' language abilities. The use of print, film and web allows students the opportunity to gather data and offers them various materials for the investigation and translation of both language and settings (Arifah, 2014).

4. Earlier Research on Technology's Advantages for Developing Linguistic Skills

Studies have been conducted on the benefits of integrating technology into English language instruction. ICT use, according to Hennessy (2005), serves as a catalyst for inspiring educators and students to approach their work in novel ways. The researcher recognized that teachers feel compelled to encourage and assist their students in acting and thinking on their own as they grow more self-reliant. The use of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) modifies students' attitudes towards learning and boosts their self-esteem (Lee, 2001).

Technologies of information and communication (ICTs) can improve teaching and learning in certain ways. First, learners take an active part, which can aid in their memory retention. Subsequent conversations entail additional details that allow students to grow in their independence. Ultimately, students are able to comprehend new learner-based instructional materials and develop their language learning abilities (Costley, 2014; Tutkun, 2011).The shift from teacher-centered to learner-centered approaches has been brought about by the use of technology.

Teachers should act as guides and facilitators for their students' learning, and this change will help students learn more (Riasati, Allahyar, & Tan, 2012). According to Gillespie (2006), using technology in the classroom fosters student coordination. It helps them interact with resources like videos and gather information. Warschauer (2000a) presented two opposing theories regarding the incorporation of technology into the classroom. First, learners have the chance to create their own knowledge and get more meaningful language exposure through the cognitive approach. Second, in order for students to practice real-world skills, authentic social interactions must be provided in the social approach. Students can work together to achieve this goal by participating in authentic activities.

Technological advancements play a critical role in preparing students to apply what they learn in any subject to secure employment across the globe. Technology is a real educational tool that makes learning possible and helps learners learn. The study on the use of technology in language learning was conducted by Baytak, Tarman, and Ayas (2011).The findings showed that incorporating technology into the classroom enhanced student learning. and personalized their experience. The use of technology improves students' motivation, social interactions, learning, and engagement, according to another study finding.

One of the effects of using technology in language classes, according to Mouza (2008) and Sabzian, Pourhossein Gilakjani, and Sodouri (2013), is an increase in interaction between teachers and students. Teachers who give students the opportunity to assist in the classroom can boost their confidence. Students are given the opportunity to reaffirm beliefs and skills they have already acquired. Because they have had plenty of time to become proficient with technology, students can assist teachers in integrating it into the classroom while teachers focus on instruction.

Drayton, Falk, Hobbs, Hammerman, and Stuard (2010) also underlined how using computer-based classrooms provides a unique learning environment that fosters student responsibility. Instructors stated that learner-centered learning is encouraged by the use of email and the Internet. According to research conducted by Warschauer (2000) and Parvin and Salam (2015), learners can create their own knowledge and get more exposure to language in meaningful contexts by utilizing technology and working together on practical tasks.

In 2011, Baytak, Tarman, and Ayas conducted research on how technology affects education. The results of this study showed that giving students access to technology in the classroom improved their learning. The researchers stressed how technology improved learners' motivation, social interactions, and engagement while making learning engaging and dynamic.

Peregoy and Boyle (2012) conducted a study on the use of technology to enhance students' writing and reading abilities. The study's findings showed that because technological tools are easy to use and enable faster, more efficient learning, they improve students' reading and writing abilities. The study also revealed that students learn more efficiently when they use technology tools in place of conventional teaching methods.

In 2014, Alsaleem completed the other study utilizing WhatsApp apps in English conversation journals to enhance learners' writing, vocabulary, word choice, and speaking abilities. The study's findings led researchers to the conclusion that WhatsApp improved students' speaking, writing, vocabulary, and word choice. In 2013, Godzicki, Godzicki, Krofel, and Michaels conducted research on the motivation and engagement of students in the classroom. The results of this study showed that when technology was used in the classroom as a teaching tool, students were more likely to participate in class. Technology tools demonstrate progress in terms of motivation and accessibility.

Lin and Yang (2011) conducted research to find out if using wiki technology would help students become better writers. Students were asked to sign up for a Wikipedia page, where they would write passages and then read and respond to those written by other students. Students stated that one advantage of using this kind of technology was the instant feedback they received. Another discovery was that through reading their classmates' writing, students picked up spelling, vocabulary, and sentence structure.

5. Suggestions for the Effective Use of Technology Integration

The researcher offers some suggestions in the section that follows for language learners seeking to use technology to enhance their language proficiency:

1. According to Pourhossein Gilakjani, Leong, and Hairul (2013), educators should put in place a technology plan that takes integration strategies into account in addition to purchasing decisions.
2. To ensure that students are learning and to alter the attitudes of teachers who are not aware of the benefits that technology offers, professional development should be given special consideration (Pourhossein Gilakjani, Leong, & Hairul, 2013).

3. The curriculum standards and the technology plan need to be closely matched. When incorporating technology into the classroom, teachers should be aware of the most successful teaching strategies (Pourhossein Gilakjani, Leong, & Hairul, 2013).
4. A key component of the learning process that helps students transfer their skills is the use of computer technology.
5. Teachers of language should encourage their students to use technology to improve their language abilities.
6. Technology should play a big role in university teaching and learning initiatives
7. Technology specialists ought to offer additional support to educators who use it to instruct English courses.
8. When it comes to using computers, teachers should set an example for their students (MEB, 2008; Pourhossein Gilakjani, & Sabouri, 2017).
9. Instructors ought to develop lesson plans that incorporate technology. These resources ought to focus on instruction and learning rather than merely technological problems.
10. As opposed to teacher-centered instruction, educators should discover how technology can support them in the transition to learner-centered instruction.
11. Teachers need to understand their responsibilities as mentors and educators (Molaei & Riasati, 2013; Pourhossein Gilakjani, & Sabouri, 2017).
12. Teachers should receive training, adequate support and technical help to help with the integration of technology and use it for effective instruction.
13. Teachers should receive so they can use and instruct it effectively.
14. One of the key components of language learning activities is technology, which aids students in developing their language acquisition abilities.
15. Instructors ought to motivate students to use technology to improve their language skills.

Conclusion

The researcher examined a number of significant topics pertaining to the application of technology in language learning in this paper. The review of the literature revealed that the use of technology in the classroom cannot ensure that students will learn and teachers will teach. Teachers need to be persuaded of the benefits and utility of technology in enhancing students' learning. In order to effectively incorporate technology into language instruction, teachers must receive assistance and training. The review found that there are many benefits that teachers and students can experience from using technology properly. It is a tool that students can use because it assists them in finding solutions to their learning challenges and strategies for applying what they have learned in ways that are both practical and significant. Furthermore, the literature review revealed that the utilization of technologies is crucial for independent language learning, aids in self-awareness, maintains teacher-student interaction, and instills a strong sense of motivation in language learners for successful language acquisition. Additionally, the paper argued that students should use technology to improve their language proficiency because it fosters creativity in learners and offers engaging, entertaining, and exciting language study options. In summary, this literature review's findings demonstrated that technology fosters communication between educators and students, produces understandable input and output, aids in the development of critical thinking abilities in students, shifts the focus of learning and teaching towards

the student, encourages student autonomy, and makes students feel more self-assured and motivates them to acquire a foreign language efficiently.

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