

The Use of Contemporary Technology to Enhance English Communication Competency

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Abstract:

A major improvement in today's methods of teaching English is the integration of new technology. Teachers increasingly favour using online courses to instruct their classes since they encourage greater interaction between professors and students and greater English language acquisition overall. Present-day ESL educators are more likely than ever to make use of a variety of technological tools created specifically to enhance lesson delivery. Therefore, the current study focuses on a number of aspects of the technology used in English teaching, including the development of innovative curricula that take advantage of recent scientific and technical developments, the provision of technical media like audio and video and modern technical programmes, and the creation of student-teacher platforms that maximise optimistic language learning outcomes. The goal of this research was to explore the existing literature, provide a linguistic and conventional definition of technology, and assess its correlation with current pedagogical practises. Thus, the researcher presents the research topic, the study aims and hypotheses, and the results. The paper finishes with a series of suggestions that, if implemented, could further contribute to the enhancement of pedagogical practises through the promotion of the wider implementation of contemporary technological tools.

Keywords: Technology, English Language, Teaching, Pedagogy, Media.

INTRODUCTION

The innovative application of methods, tools, materials, devices, systems, and strategies that are directly relevant to English language teaching and lead to the achievement of the desired goals is what is meant when we talk about using modern technology in the classroom to teach English. This is a broad definition of what we mean when we talk about using modern technology in the

classroom. As a result, while it is now commonly acknowledged that technology is an essential educational and auxiliary tool across a wide range of teaching and learning contexts, this is particularly true of the learning of English as a foreign language due to the many opportunities it affords for improving the content and delivery of the pedagogies typically associated with standard EFL instruction. This is mostly accomplished by providing the student and/or the teacher with multiple opportunities to study the material until it is completely received and internalised by either party. A connection with the concept of utilising today's technology is not just limited to the utilization of modern appliances and technologies; rather, it extends to the introduction of novel approaches and methods of instruction that encourage the development of learning that is both more rapid and more comprehensive. According to the most prominent educational theories that are being put into practise, students are better able to acquire and hone their language knowledge and skills if they take advantage of the learning possibilities given by technology. This is the consensus among educational theorists. The consolidation of an integrated picture of the current means system and association with other components is accomplished through the utilisation of technology in English instruction, which ultimately helps students by facilitating the attainment of the desired outcomes.

Therefore, the utilisation of contemporary technology in English language instruction has evolved into an absolute necessity, particularly in light of the remarkable advancements that have taken place across a wide variety of fields and courses of study. It is imperative that the education sector keep pace with the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media. This will allow for the optimization of English language instruction and will equip teachers to connect with classroom language learners in a methodical and advanced manner. The Internet makes it simple, quick, and easy to gain access to a virtually endless number of platforms and materials that can help speed up the process of teaching and learning English. This includes software, programmes, and a variety of ancillary platforms. Even while these affordances might be easily accessible to everyone, it is important to remember that teachers frequently play a pivotal role in the implementation of the various instructional tools and strategies. In addition, a large number of these programmes have been developed with the particular intention of fostering efficient English instruction while simultaneously enhancing students' grasp of the English language and their ability to acquire it.

The survey data came from classes that taught Spanish using a variety of technological approaches and methods. The findings highlighted the significance of regularly scheduled language laboratories and the utilisation of CD Roms, as well as confirmed the students' beliefs that the teacher is the key facilitator of learning. Stepp-Greany suggested doing a follow-up study to investigate how the incorporation of relevant technology influences the overall learning process of acquiring a foreign language.

OBJECTIVES OF THIS RESEARCH

- The degree to which technology advancement has been instrumental in the progression of methods for teaching English to speakers of other languages.
- A set of solutions that can help both instructors and students overcome the obstacles that currently prevent the use of modern technology in English instruction.
- Possible options as well as replacements for the conventional method of teaching in order to increase the effectiveness of both the instructor and the student in terms of their ability to acquire English language abilities.
- Providing English language instructors with the required skills in information technology in order to fulfil the rising demand
- The benefits as well as the drawbacks of utilising technology in the English classroom
- The use of technical teaching programmes and tools that provide students with the opportunity to learn via an electronic curriculum.

REVIEW OF LITERATURE

Stepp-Greany analysed survey data from Spanish language classrooms that used multiple technological approaches to evaluate the importance of teachers, the accessibility of technology labs and individual components, and the impact of technology on the foreign language learning process.

The survey responses originated in Spanish language courses that made use of a wide variety of technology tools and techniques. Two distinct strategies for incorporating technology into the classroom were proposed by Warschauer (2000a): a cognitive approach, which provides students with the opportunity to meaningfully increase their exposure to language.

Bordbar (2010) studied the factors that influenced language teachers to adopt technology in the classroom. Next, researchers probed educators' perspectives on IT and their application of CALL to their own classrooms' instruction of foreign languages. According to the findings, the overwhelming majority of educators had a positive attitude toward the implementation of computer technology in the classroom. The findings also emphasised the importance of educators' general observations of new tech, as well as one's technological experience, skill, and competence; in addition, the results shed light on the cultural context that shapes attitudes toward digital technology and surrounds the emergence of IT into schools and language institutes. Shyamlee (2012, page 155) conducted research on the application of multi-media technologies in the classroom setting. According to the findings of the study, the use of such technology boosts both the learning motivation and attention of students since it involves students in the actual

processes of language learning by having them communicate with one another. Shyamlee encouraged the implementation of multi-media technology in educational settings, in particular because of the good influence it has on the learning process and how well it matches with the ongoing effectiveness of the job of the teacher.

The outcomes of the research provide credence to the assertion that conventional approaches to teaching English are ineffective and validate the hypothesis that students exhibit higher levels of engagement and participation while learning English with the aid of contemporary technological tools. According to the findings of numerous studies, a significant number of people acquire their English language abilities through the use of contemporary media such as interactive whiteboards, personal computers, and digital displays rather than through the more conventional instructional strategies. The results also show that when novel approaches to teaching English are adopted, both teacher-student connections and student engagement improve significantly. Evidently, students benefit more from electronic curricula, and it is also evident that English language instructors would rather use modern technology in the classroom than the more time-honored methods of teaching.

AIM OF THE STUDY

The issue of English language teaching and learning has emerged as one of the most important topics of discussion in modern education as a direct result of studies that consistently demonstrate low levels of student performance across all levels. Because the current era is characterised by the pervasive use of technology, it stands to reason that technology has made its way into the field of education on a scale that encompasses the entire world. As a matter of fact, most educational institutions have now incorporated such technology into their current and future curricula. As a result, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, particularly when compared with traditional teaching methods. The following are some of the issues that are associated with the use of antiquated methods of instruction:

1. Traditional teaching methods walk pupils step-by-step through the subject matter of the curriculum and rely on antiquated educational tools such as blackboards and textbooks. As a consequence of this, the role of the educator is limited to conveying the information without taking into consideration the optimistic or negative outcomes.
2. Traditional teaching methods are based on straightforward approaches that do not take into account the fundamental requirements of teaching or the goals of education. Because these teacher-centered pedagogies position the learner in the role of a recipient, their overarching purpose is to determine the amount to which a student can repeat knowledge without necessarily knowing what that information is.

3. Students tend to rely on the sounds and images they receive rather than engaging in engagement and conversation with the instructor.
4. In contrast to modern technological teaching methods, which inherently feature a plethora of incentives that increase the chances of acquiring English language skills in a timely and positive manner, the accreditation of students through the use of set texts tends to encourage tedium, as well as a loss of motivation and attention in attainment.

In light of the challenges outlined above, the current investigation was carried out with the goals of isolating the factors that are at the root of the issue and making an effort to find a solution to the problem by integrating a variety of cutting-edge technologies into the context of English language instruction.

SIGNIFICANCE OF THIS RESEARCH

Learning more about a wide range of relevant issues is central to the study's goals. It will first identify problems with conventional pedagogical approaches that hamper effective language acquisition, and then propose a variety of ways to address these issues by incorporating modern technological tools and techniques. In the second instance, it will implement those solutions. The research will also identify whether or not further IT skill training is required by assessing the magnitude of the challenges that are faced by English teachers who make use of modern technologies. It is believed that the resulting data can serve as a guide for future academics working in the same subject and environment, in addition to providing a complete examination of the teaching and education sector as an essential component of the infrastructure of any modern civilization.

Technology has seeped into every nook and cranny of contemporary life, and one can now find it nearly anywhere. In due to the fact that the public education system cannot be disentangled from the overriding trend of globalisation. According to the findings of this study, the utilisation of modern technological assistance resulted in rapid learning progress as well as student achievement competence across the board in all elements of the English language. These aspects include reading, writing, and conversation. In conclusion, the study provides key educational stakeholders and authorities with tangible solutions to the issues that are linked with the application of modern technology in English language training for both teachers and students.

METHODOLOGY

- The researcher used the descriptive technique in conjunction with experimental monitoring in order to thoroughly investigate the concerns raised by the study and come up with suitable answers.

- The assessment of current and future formation in vitro predicated on the perseverance of integration time period was aided by the use of historical methodology, which was grounded in an examination of the components and reasons that gave rise to the basic research problem and the attendant challenges. This action was taken in response to the results of the initial research question. Secondary data collected from relevant records, reports, and prior studies was also compared and contrasted to inform the design and scope of effective solutions. As such, it was an essential step in the design procedure.
- The researcher also utilised the experimental methodology, which is centred on the analysis of the influence of modifications imposed on the research problem while maintaining one variable in its original state. The study and the impact of its existence are dependent on a number of different variables. These variables include the experimental methodology used in the laboratory, which was carried out in the laboratory under specific conditions, and the experimental methodology used outside of the laboratory, which was applied to a group of volunteer students who were outside the scope of the study.

RESULTS

The findings of this research provide further evidence that conventional approaches to teaching English language are ineffective. This is made abundantly clear by the findings of the surveys that were carried out, which showed that between 75% and 85% of students agree with these findings, and that between 60% and 80% of students are unhappy with the old techniques. In contrast, when students are using current technology to learn English at a rate of more than 90%, they demonstrate significantly higher levels of enthusiasm and interaction. When compared to more conventional methods of instruction, a significantly larger proportion of those who acquire English language skills do so through the utilisation of contemporary technological tools, such as interactive whiteboards, personal computers, and display screens. Analysis of student performance in various of education setting, such as private colleges that adopt a most modern means of technology and public schools that lack modern means, showed that 75% to 95% of classmates reach high results in their achieving in English, in comparison to students from public schools that lack modern means. This ranges from private schools that have embraced cutting-edge technological tools to public institutions that have lagged behind in this area. Students prefer E-curriculum according to surveys and research because their interaction with teachers is significantly higher in this setting (over 90% vs. less than 50% in traditional classrooms). The study also found that students' responses to classroom activities and their ability to engage with teachers both increased significantly after being exposed to contemporary methods of English instruction.

DISCUSSION

In spite of the fact that new tech is becoming increasingly pervasive in all facets of contemporary life, the extent and utilisation of suitable technique within the schooling sector as a whole and within the teaching of English in particular, has remained glaringly limited. This is despite the fact that new tech is becoming more pervasive in all aspects of modern life. Recent studies in the field of education have shown a correlation between inadequate use of technology within the classroom and students' lack of success, with the latter problem being exacerbated by the persistence of time-honored teaching practises.

Few schools today frequently incorporate the use of computers and the Internet into their English language instruction (Rahman, 2015). Despite English's dominance in many fields, including business, education, engineering, medicine, the arts, and the media, many people still struggle to communicate effectively in it. In fact, today's technology offers a wide variety of affordances that can boost teachers' efficiency, methodology, and students' engagement. In addition, research conducted on teaching English with the assistance of technological tools revealed that it helped students to be more proactive in their learning and to customise their education to better suit their unique interests and skills (Roma, 2013).

FINDINGS

The following is a condensed version of the responses given to the primary research question:

- 1) Numerous studies have demonstrated that there is an insufficient number of English language teachers who are proficient in the application of the most recent technology teaching aids.
- 2) According to the findings of the survey, the employment of contemporary technology elicited a higher level of student response and interaction than more conventional teaching approaches.
- 3) The study also revealed that the process of teaching a language was made more difficult since educational institutions did not have equitable access to appropriate technology.
- 4) Studies have demonstrated that the use of modern audio and visual elements. The fact that they feature user-friendly English content is reflective of real-world contexts. In contrast, traditional approaches are seen by many pupils as forced and boring.
- 5) The findings of the study demonstrate, as was to be expected, that the implementation of contemporary technology results in improved learner outcomes. These outcomes include improved student motivation, higher levels of achievement, and increased contact between students and instructors. Additionally, the student's capacity for improved self-learning,

self-reliance, and positive self-talk was noticed, as was the teacher's and student's capacity for optimum utility of the time and effort invested.

This is evidenced by the fact that they have been able to demonstrate these qualities in a manner that is both timely and relevant.

CONCLUSION

In summary, it is very evident that the use of existing technology in the form of a computer, smart devices, display, audio-visual materials, and electronic approaches should be prioritised above the maintenance of residual old practises in the classroom. This is so despite serious attempts to update classic approaches to language instruction. This research emphasises the pedagogical potentials and various benefits of technology in the language classroom for efficient learning in the language classroom and the wider world, the financial implications of establishing the infrastructure, and the encouragement of teachers to overcome their anxieties around teaching technologies. Both old and new technologies have the same overarching goal: to create a setting in which students' English skills can flourish and they can learn as efficiently as possible. The use of modern technology is intended to encourage and inspire pupils to learn English in a realistic and applicable manner. This can be done by creating a space where students are encouraged and guided to communicate with one another and where they are provided with access to the topics being studied and information by utilising the possibilities of modern forms of technology. When thinking about what's to come, it's very clear that student-centered, multimedia-based approaches will be crucial to bringing English classes into the modern era. To that end, it would be beneficial to conduct a comprehensive evaluation of students' command of the English language in order to boost communication and, by extension, the quality of instruction and the students' application to current educational foundations.

In conclusion, we feel that this approach has the potential to fully expand the thinking of students as well as their practical language abilities, and it can also promote increased efficacy in teaching and learning in general. The implications of funding can be addressed through ministerial planning and the establishment of an infrastructure that gives priority to the interests of effective learning. It is clear that many problems associated with routine learning can be resolved by making effective use of technology and providing teachers with the appropriate training.

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