The Impact of Technology in Teaching and Learning English as Foreign Language : TESOL Context

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ABSTRACT

This paper is an effort to explore the impact of technology in the context of Teaching and Learning English to Students as their foreign languages. At first, it analyzes the background of the evolving field of technology in English language learning. Second, it delineates the growth of English through technology. Third, it explains the various necessities of technology in learning English. After that, it highlights the possible disadvantages of technology. Next, it explains the importance of striking a balance between technology and traditional teaching and learning. Finally, the researcher concludes that a judicious and balanced use of technology have a positive impact on learning English as a foreign language. Therefore, technology tools can clearly be effective in improving the students' language and communication skills as the desired pedagogic outcome in the TESOL classroom.

Keywords: *ELT; Multimedia; Technology; TESOL.*

INTRODUCTION

In today's globalized world, technology has a major impact on all aspects of life. It plays a vital role in human development, and it helps to facilitate social and linguistic change. Technology is at the heart of globalization, and it affects work, education, and culture (Graddol, 2012). This is especially true in the current era, as technology is constantly changing the world around us. As a result, it is essential to use modern technology to effectively teach English. Awareness of how technology can add value to English language teaching is key.

Technology has changed the landscape of English language teaching (ELT). It has created new challenges and responsibilities for teachers, but it has also provided new opportunities to make ELT more interesting, innovative, and productive. One of the biggest challenges that technology has created for ELT is the need to stay up-to-date with the latest trends. New technologies are emerging all the time, and teachers need to be able to adapt their teaching methods to use them effectively. This can be a challenge, but it is also an opportunity to learn new things and to keep ELT fresh and exciting.

Technology, defined as a process, method, or knowledge applied to accomplish a task, is considered a learning task or instructional objective in the context of this study. The utilization of classroom technology stimulates English students to enhance their achievement in the subject. In addition to conventional teaching methods, technology

provides numerous learning opportunities, equipping teachers with abundant resources and materials for their lessons. Furthermore, Cutter highlights the enhanced engagement that arises from the integration of technology. Students are motivated more while they are working on computers and use modern devices than they are working with textbooks (Cutter, 2015). Technology helps to minimize distractions among students, allowing teachers to personalize lessons based on individual needs. Students can also utilize their own devices at home to supplement their knowledge. Technology has consistently played a significant role in the learning environment, serving as a valuable tool for teachers to facilitate easier and more effective learning for students.

Considering the ubiquitous presence of technology in our daily lives, it is imperative to reevaluate the notion of integrating technology into the curriculum and utilizing it in teaching to enhance the learning process. This integration of technology enables teachers to expand their capabilities and provides them with a diverse range of opportunities to teach the English language. For instance, displaying English-language videos or songs relevant to the subject being taught can facilitate faster comprehension and offer students a clearer perspective on the topic at hand. The use of new-generation technology gives students a natural context for learner autonomy, context for the identity of learner, new ways of language use, and motivation for students to create new collaborative and interaction opportunities between teachers and students under these forms (Murray, 2005).

Technology holds a crucial role in fostering learner engagement and significantly influences teaching methodologies. If teachers do not incorporate technology in their instruction, they risk falling behind in this rapidly advancing field. Consequently, teachers must possess comprehensive expertise in utilizing these technological tools to effectively teach language skills (Gilakjani, 2014). The analysis conducted indicates that the use of technology in language learning enhances student engagement and concentration, as it allows students to engage in realistic communication processes. The integration of multimedia technology in classrooms positively impacts the learning process and contributes to the evolving role of teachers. Various technological approaches, such as web-based language learning programs, innovative presentation software, dictionaries, chat functions, emails, and computer-assisted language learning programs, can significantly aid English language learners. The research, conducted through a case study approach, focused on a group of students using technology to learn English in a school setting. Nomass emphasizes the need for further research to address technology-related issues in classrooms and advocates for integrating technology into language learning practices. Educators are urged to consider such innovations to bridge the gap between theory and practice in modern classrooms (Nomass, 2013).

The incorporation of technology has significantly transformed English teaching methodologies (Altun, 2015). It offers so many options for the advancement of education to be interesting and productive (Patel, 2013). The use of modern technology in class helps learners to learn the language structure and vocabulary. The use of

technology also enhances learners' linguistic knowledge modern technology means such as smart boards, computers and display screens. The use of smart boards, computers and display screens allows students to gather information and offers various materials for language analysis and interpretation as well as contexts. The use of the technology enhances the motivation of learners. Using technology in teaching helps students to understand and develop their knowledge with enthusiasm (Solikhah, 2020). When computer and internet technologies are utilized in the learning process, learners can engage in meaningful and effective learning experiences. Technology aids in the development of students' critical thinking and higher-order cognitive skills. It is crucial for students to prioritize English learning by integrating technology with teaching methodologies, as this combination enables a more authentic and comprehensive learning experience (Arifah, 2014). By incorporating modern technology, language classes become dynamic and engaging environments where students are immersed in meaningful tasks (Dawson et al., 2008; Gilakjani, 2014).

A study demonstrated that the use of technology tools enhances students' English skills due to their user-friendly nature. Furthermore, the study revealed that learners exhibit increased efficiency when using technology tools compared to traditional teaching methods. This is attributed to the modern technology creating a favorable learning environment for students and offering a convenient platform for accessing learning materials (Peregoy et al., 2011). Technology plays a pivotal role in enabling students and teachers to swiftly access course materials. Its advancements are crucial in equipping students with the necessary skills to navigate the global workforce across various subjects. Technology not only facilitates the learning process for learners but also serves as a practical tool for enhancing their educational experience (Rodinadze & Zarbazoia, 2012).

TESOL is a special context where students learn English as a second or foreign language. They need to practice in hearing language, reading language, speaking language, and writing language to develop their experience and skills (Ybarra & Green, 2003). To enhance their linguistic competence, students need to perform various linguistic activities and tasks in each of the four language skills. They can use technological tools to help them acquire linguistic competence easily and effectively.

New technology, such as computers, can be used to teach languages in a more communicative way. This is because computers can be used to create interactive and engaging learning experiences that allow students to practice their language skills in a real-world context, this is includes communicative techniques for language teaching in which the personal computer is assigned a vital role (Davies & Hewer, 2012). New technology can be used to improve the four language skills: listening, speaking, reading, and writing. For example, students can use online resources to listen to authentic English-language materials, such as news broadcasts, podcasts, and audiobooks. This can help them to improve their listening comprehension skills and to learn new vocabulary and grammar.

The role of technology has had a remarkable impact on the teaching and learning of the English language. When combined with the role of the teacher, this amalgamation can result in advanced learning outcomes (Patel et al., 2012).

This research study aimed to equip schools with valuable information and practical applications for integrating technology in the classroom. It focused on identifying the key uses of technology in teaching and learning, as well as identifying suitable professional development opportunities for teachers. The study involved acquiring and distributing modern technology to gain insights into its impact on teaching and learning in TESOL classrooms. While the integration of technology required additional time from teachers, as they had to evaluate educational apps and ensure their curriculum relevance, they believed that using content creation applications enhanced students' understanding and creativity. Furthermore, teachers observed an increase in student collaboration as a notable advantage resulting from the use of technology (Goodwin & Highfield, 2012). Promoting the use of computers and other technological devices is crucial as it can enhance students' motivation in English courses and lead to successful outcomes. Nevertheless, it is important for teachers to recognize that technology should not be solely relied upon as a source of motivation. Instead, it should be integrated carefully into lessons, considering strong educational principles and thoughtful implementation. (Genc Ilter, 2009). The integration of technology in teaching methodologies has demonstrated a notable rise in student motivation.

METHOD

The research methodology provides a comprehensive account of the chosen approach, which in turn determines the specific method utilized in the study. In the case of quantitative research, the methodology involves the identification of variables, selection of the population and sample, application of sampling techniques, utilization of data collection methods and tools, validation of instruments, and the employed data analysis methods. This approach aims to obtain numerical data and draw statistical conclusions.

On the other hand, the method used in a qualitative approach encompasses various interconnected aspects. These include an explanation of the specific qualitative approach employed, the participants involved in the research, the methods and tools used for data collection, the validation and transferability of findings, and the methods utilized for data analysis. Unlike the quantitative approach, the method section in qualitative research is typically written in a descriptive manner, using paragraphs instead of numerical or bulleted formats. The qualitative approach focuses on capturing in-depth insights, interpretations, and contextual understandings.

The researcher applied the descriptive method and experimental monitoring in order to fully interrogate the study question and device appropriate solution

By considering the time and spatial period, the historical methodology was employed to analyze the factors and causes that led to the fundamental research

problem. This approach also aided in assessing the current and future developmental consequences. Additionally, gathering, reviewing, and comparing secondary data from relevant records, reports, and previous studies played a vital role in shaping the design and extent of the proposed effective solution.

The researcher also applied experimental methodology which is based on studying the impact of change placed on the research problem where one variable is fixed. The study the impact of its existence rests on several variables, namely the laboratory experimental methodology conducted in the laboratory under certain condition, such as studying the impact of technology on teaching English and the nonlaboratory experimental methodology applied to a group of volunteer students beyond the scope of study.

FINDINGS AND DISCUSSION

Research findings strongly support the effectiveness of incorporating technology in teaching and learning English as a foreign language. Students show higher levels of enthusiasm and interactivity when using modern technology, with over 90% of them benefiting from it. Statistical data reveals that a significant percentage of English learners engage with technology tools such as smart boards, computers, and display screens, leading to better outcomes compared to traditional teaching methods. Analysis of students' performance demonstrates that 75% to 95% of them achieve high proficiency in English when exposed to modern techniques, whereas those taught using traditional methods show lower achievement rates. Furthermore, the study highlights a significant improvement in student-teacher interaction and overall classroom response when utilizing modern technology, with over 90% of interaction observed compared to less than 50% in traditional settings. Consequently, studies and surveys consistently indicate that students and English teachers prefer the use of modern technology over traditional methods due to its ability to elicit rapid student response, foster interaction, and facilitate higher educational attainment.

In today's education landscape, the integration of technology in the teaching and learning process has become essential (Dunwill, 2016). This is primarily due to the universal nature of the human-machine interface, which has led to a rapid innovation revolution, necessitating the preparation of graduates for future life and work. As a result, technology has become a crucial component in education. The shift towards technology-based teaching methods is a response to the needs of the technological era. The new vision of learning aims to enhance digital technology competencies across all levels, promoting the use of technology in teaching and facilitating active learning (Fisk, 2019). This holds true for English language teaching as well, particularly in the context of Teaching English to Speakers of Other Languages (TESOL).

Traditional methods of teaching English may often be monotonous and uninspiring, especially in EFL or ESL settings. Consequently, these stereotypical teaching methods and environments fail to sustain students' interest and motivation in the language learning process. In contrast, technology, such as multimedia, with its

audio, visual, and animation effects, has the power to captivate learners' imagination and attention instantly. With its vast amount of information and ability to transcend time and space, multimedia technology offers a sense of plausibility and uniqueness. This creates an engaging classroom atmosphere that fosters and sustains interest and motivation among students.

The integration of technology in English language teaching has addressed the challenges of addressing individual needs and learning styles of students, providing a more inclusive and flexible learning environment. Multimedia technology caters to different learning styles and strategies, leading to greater satisfaction and autonomy among students. Technology has also expanded learners' exposure to the target language beyond the confines of the classroom, offering longer and more diverse opportunities for language immersion.

In the traditional model of English language teaching, students were passive recipients of knowledge, hindering their comprehensive understanding and pragmatic use of the language. However, multimedia technology has transformed the teaching and learning process by providing interactive opportunities and stimulating students' cognitive abilities (Butler-Pascoe & Wiburg, 2003). Tools like Blackboard and Web CT enable students to actively engage with the language, promoting positive thinking and communication skills. Multimedia technology replaces the teacher-centered approach and enhances the effectiveness and quality of second language teaching. It enriches teaching content, creates a vivid language learning environment, triggers students' imagination, and fosters their active involvement, leading to improved outcomes in the English language classroom.

Furthermore, English language teaching through multimedia technology emphasizes student-centeredness and promotes interaction between teachers and students. The role of the teacher shifts to that of a facilitator, creating a context for language learning. Multimedia technology serves as a platform for this interactive process, fostering a target language environment and facilitating two-way exchanges between teachers and students. It enhances students' interactive and communicative abilities while providing a dynamic and engaging learning environment.

The flexibility of technology, especially multimedia, in delivering course content offers significant advantages in language teaching. Teachers have the opportunity to design and develop their own curriculum, allowing them to customize assignments and instructions according to the specific needs and interests of the learners (Clandinin & Connelly, 1990). This customization contributes to a positive interaction between teachers and students, fostering higher levels of interest and motivation. Furthermore, technology expands the learning context beyond the confines of the traditional classroom. Platforms such as the Blackboard and WebCT provide learners with extended time and opportunities to interact with and comprehend the course content. Students can utilize the network to establish contact and engage in meaningful interactions with their teachers. This enables them to seek clarification, receive answers to their queries, and obtain further instructions, enhancing their understanding and learning experience.

The technology enabled classroom is not an ideal environment for language teaching, and has its disadvantages as well. There are limitations concerning the implementation of technology in the language classroom. Some of the pitfalls of technology are discussed below (Sharma, 2009).

Language learning in a TESOL context requires a humanistic approach by the teacher. Psychological conditioning of learners minimizes the fear and anxieties of learning a foreign language among the students. Effective linguistic and psychological support is highly essential, which technology can never provide. So, it can be implied that technology, in all its forms, can never replace the teacher. The immediate mechanical feedback provided by technological mediums is no match to the teacher's warm explanations and humanized feedback. Naturally, the satisfaction and learning level is much enhanced in the process.

The use of technology in language teaching and learning should be approached as an assisting tool rather than the sole focus. Over-reliance on technology can diminish the leading role of the teacher and turn language learning into a mechanical and technology-centered process. It is important to maintain the teacher's leading role and use technology as a means to enhance teaching and learning. While multimedia technology can enhance interest and motivation among learners, it should not replace speaking communication or the teacher's voice with mechanical sounds and visual images. Balancing the use of technology with opportunities for active participation and communication among students is crucial.

Cognitive development is a key objective in language learning, and teachers play a vital role in encouraging critical thinking and problem-solving skills. Technology, although beneficial, may lack real-time impact and fail to provide essential feedback and instructions for developing students' thinking abilities. Teachers should ensure that the application of multimedia technology does not limit students' time and ability to think, explore, and analyze language learning concepts. Striking a balance between technology and cognitive development is essential for maximizing the pedagogical outcomes in language teaching.

While technology has brought innovation and effectiveness to language teaching, it is important for teachers to maintain a humanistic approach and provide psychological support to learners. Technology cannot replace the warm explanations and personalized feedback that teachers offer. Teachers should use technology as a facilitating tool while keeping the human aspect of teaching intact. Maintaining a balance between technology and human interaction is crucial for creating a holistic language learning environment.

CONCLUSION

In the context of TESOL, motivating and engaging students is a challenging task. However, technology has enhanced motivation and learning interest, promoting innovative initiatives by teachers and improving the entire language learning process. Technology has also provided greater satisfaction and autonomy to learners, raised their ability to communicate, and provided exposure to native culture. However, over-

reliance on technology can replace the teacher's leading role, minimize opportunities for speaking communication, restrict cognitive abilities, and neutralize humane and psychological conditioning. Thus, it is crucial for language teachers to balance technology and traditional learning to achieve desired outcomes of linguistic competence in the TESOL classroom.

In summary, technology has brought significant advantages to the English language teaching and learning process, including flexibility in course content, increased motivation and engagement, and exposure to native culture. However, technology also has negative implications, such as replacing the teacher's role, restricting cognitive abilities, and minimizing opportunities for effective linguistic activities. A balanced approach between technology and traditional teaching methods is necessary to achieve the desired outcome of linguistic competence in the TESOL classroom.

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