

# Integration of Technology in English Language Classrooms: A Research Review

## OPEN ACCESS

Volume: 9

Special Issue: 1

Month: December

Year: 2020

P-ISSN: 2320-2645

E-ISSN: 2582-3531

Impact Factor: 4.110

Received: 27.11.2020

Accepted: 05.12.2020

Published: 22.12.2020

Citation:

Shaji, Sajna, and P. Nagaraj. "Integration of Technology in English Language Classrooms: A Research Review." *Shanlax International Journal of English*, vol. 9, no. S1, 2020, pp. 26–29.

DOI:

<https://doi.org/10.34293/english.v9iS1-Dec2020.3608>

**Sajna Shaji**

*Research Scholar (Ph D- Cb- Jul 2013-0398)  
Department of English and Foreign Languages  
Bharathiar University, Coimbatore*

**Dr. P. Nagaraj**

*Assistant Professor, Department of English and Foreign Languages  
Bharathiar University, Coimbatore*

## Abstract

*This article analyses the role of technology in education, particularly in English language classrooms. It also discusses about technology enhanced language learning and the theoretical background for the study. The impact of technology in language classrooms and in developing the four language skills is discussed. Technological assistance enhances the effectiveness of education process. A digital classroom can strengthen the cognitive, affective and psychomotor domains of learning. The article gives a glimpse of the impact of technological assistance in English language classrooms.*

**Keywords:** Communicative Approach, Digital Classrooms, Blended Learning, Creativity

## Introduction

English language occupies a unique place in the development of our nation. English language has official status even in nations where it is not the primary spoken language. It holds a significant value in every sphere of life whether social, political, academic, cultural or economic. The new era poses new challenges to modern teachers. Traditional teaching makes students passive recipients of knowledge. Hence to achieve the target of communication, technology plays an important role by integrating teaching and learning and to transform English learning into capacity cultivation. Technological assistance in English language classrooms help teachers by enriching the teaching content and helps students create more vivid, visual, authentic environment for English learning.

## Role of Technology in Education

Learning with technology has become essential today. Developing students' knowledge as well as skills related to technology in the school years provides a better grounding for their later life. Recent literature has put forward challenges regarding technology as they acknowledge that even though students are born into a technologically

rich world, they may not be skillful users of technology. Hence meaningful development of technology based knowledge and skills are important.

Technology could increase motivation and engagement of learners and this in turn caters to different learning styles and improves learning outcomes. Teachers get the opportunity to design meaningful learning experiences based on technology. They could draw upon their expertise and experience in what to teach and how to teach. With the assistance of technology, teachers can enable students to process information by helping them to organize new information, link it with their existing knowledge and thereby use memory aids to retrieve information.

### **Technology Enhanced Language Learning**

Technology enhanced language learning emerged around the early 1990s. Technology in education could maximize student productivity in the learning process. Creativity is another important output of this learning method. The knowledge that the learner gains, is constructed through experiences rather than through rote learning. When multiple approaches towards language are combined, the result is blended learning. Therefore a course could combine classroom lessons with online activities. The language proficiency of students can become better in technology assisted language learning. Through animated graphics and problem solving techniques, English language could be made more interesting among students.

Technological and pedagogical developments now allow us to integrate technology into the language learning process. For basic skill instruction, technology assisted learning has been used successfully in different settings.

Towards the end of the 1960s, there was widespread dissatisfaction with the prevailing methods of language teaching. It was found that students were competent in grammatical accuracy but incompetent in communicative competency. Even though during the 1970s, the structural approach received widespread critical attention, communicative approach could not gather approval. In developing all the four language skills, communicative approach plays an important role. The research of the 1970s laid the foundation to the Communicative approach.

Listening is an important variable in language skill acquisition. The first step to make the learners good listeners is that they listen to the text several times. In order to improve comprehension and developing speaking skill, listening must be extensive. Listening to an audio recording along with the text is an example for input modification with the use of technology for improving listening. In the traditional method of language teaching, use of poems, songs, stories etc. existed with repeated language structures. It is now noted that the internet is a rich source of oral models via electronic books, podcasts, video clips etc. To reinforce learning, audio recorders like talking tins, pegs or cards can be used. These recording devices are cheap, portable and also simple for the users.

To make learners speak fluently, they must be given exposure to authentic language by means of audio-visual aids and with accessibility to and availability of discourses and ideational language component.

Reading can offer a rich understanding of the world. Reading represents a habit that brings the power and wealth that the language offers. Technology assists readers at an early stage with an opportunity to practise reading in a supportive as well as non-threatening environment. There are certain programs like Pearson's Rapid Reading program, which can offer speech recognition and real time feedback. Such software can correct pronunciation errors and also help in building vocabulary. These systems can be motivating to the learners.

The style of a piece of writing shows how the language is used to convey meaning. In improving writing skills, dictionaries and thesauri play an important role. Internet offers wide opportunities in helping the learners to communicate and learn using the written discourse. Writing skill is noted to

be instrumental in keeping history. It maintains culture and helps in the dissemination of knowledge with the help of the media. Writing found a drastic change with the advent of technology through systems such as e-mail and social media. It developed as tools and is a form of technology.

Language is an essential matter for internal as well as external communication. The two important objectives of ELT in India are language development and literary development. Language development consists in achieving the fourfold objective related to listening, speaking, writing and reading. For literary development, studying English literature is important.

### **Theoretical Background**

Language is a system of communication of thoughts and feelings through arbitrary signals such as voice sounds, gestures or written symbols. Learning theories like Behaviorist theory, Constructivist theory, Alternative Learning Method, Theory of Multiple Intelligence and Second Language Acquisition (SLA) is underpinned as theoretical foundation for the study.

The Behaviorist Approach focusses on one particular view of learning: a change in external behavior achieved using reinforcement and repetition to shape the behavior of learners. Effective learning will take place when there is similarity between the stimulus material which is presented via a medium and the criterion or learned performance. Behaviorism is the basis of instructional innovations like competency based education or computer assisted learning. In Behaviorist approach, integrating technology allows teachers to focus on desired behaviors and supplies positive reinforcement that helps in the enhancement of modifications and internalization process.

Constructivism is associated with pedagogic approaches that promote active learning or learning by doing. Under this approach, instructors have to adapt to the role of facilitators and not teachers. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. In the present day, constructivism and technology are working hand-in-hand. Learning English language involves cognitive process, cultural process and language process. Building on prior knowledge is the corner stone of constructivism.

Involving students in the process of teaching and learning, utilizing collaboration amongst all students, allowing students to self-direct and work independently can all be successful methods for teaching English language students in an inclusive classroom. Thus constructivism appears to be an educational theory as it provides a framework for the way students learn

New devices allow learners to learn just about anywhere and hence teaching and learning are no longer restricted to classrooms. This method deals with how information reaches the student. Allowing students in the way that suits them best often results in a more thorough understanding of the material. Some of the ALM includes Project-based learning, Experimental learning, Game-based learning and Virtual field trips.

To make learning fruitful, learners need effective, interactive experiences that motivate and actively engage them in the learning process. Here active as well as inquiry based learning is made possible which helps in the understanding of concepts, broader knowledge base, improved communication and social skills, enhanced leadership skills and in improving creativity and writing skills.

Theory of Multiple Intelligence differentiates intelligence into specific modalities. Howard Gardner proposed this model in his book 'Frames of Mind: The Theory of Multiple Intelligences' in the year 1983. According to this theory, Gardner proposed eight abilities namely Musical-rhythmic, Visual-spatial, Verbal-linguistic, Logical-mathematical, Bodily-kinesthetic, Interpersonal, Intrapersonal and Naturalistic. The theory of Multiple Intelligence makes the learning process interesting.

In language learning, linguistic intelligence enhances the ability of the learner in vocabulary and use of language. Use of body language and acting skills of students help them in learning.

To create a good sense in rhythm, tone and sounds, musical intelligence plays an important role. Interpersonal intelligence provides group activities and co-operative learning while Intrapersonal intelligence helps the learners to figure out their strengths and weaknesses. The teacher should keep a running record of the intelligences that they use regularly. Multiple Intelligence theory could play a vital role in creating an attractive, encouraging and motivating atmosphere in English language classrooms.

Meaningful interaction in the target language results in acquisition of a language. Stephen Krashen is an expert in the field of linguistics, specializing in theories of language acquisition and development. Krashen's theory of second language acquisition consists of five main hypotheses namely, acquisition-learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis and the affective filter hypothesis.

With the high development of computer technology, those concepts and cognitions which are difficult to express through language can be made possible by using the image showing on the screen. Expanding the use of technology changes the nature of communication and the acquisition of language, in the learning process.

### Conclusion

Teachers use different methods, approaches and techniques to teach the English language. The teacher needs to create an atmosphere to teach the target language in a vibrant, active and interesting manner. Being a practitioner in English language teaching for a decade and experience of action research widely prompted and culminated in this doctoral program. Language could be transacted in a better way through technological assistance.

The technological advancements have tremendously changed ESL classrooms. The attractive facilities found in classrooms are LCD projectors, smart boards, language software, language lab and Wi-Fi connectivity. Making ESL classrooms blended with technology will definitely provide real English learning atmosphere. The linking of technology in education creates a remarkably rich medium for learning. The richness of modern web and multimedia technologies allows unlimited opportunities in English classrooms and this can provide a wider range of audience and purpose for reading, writing, talking, listening and researching.

### References

1. Aggarwal, J. C. (2013). Essentials of educational technology. Vikas publishing house.
2. Allwright, D. Observation in the Language Classroom. London: Longman, 1988.
3. Bellanca, James, & Brandt, Ron. (2010). 21st Century skills-rethinking how students learn. USA: Solution Tree Press.
4. Chaudron, C. Second Language Classrooms. Cambridge: Cambridge UP, 1988.
5. Dudeney, G. (2007). The Internet and the language classroom. Ernst Klett Sprachen.
6. Gore, D.A, Morrison, G.N, Maas, M.L, & Anderson, E. A. (1989). A study of teaching reading skills to the young child using micro computer assisted instruction. Journal of educational computing research 5/2. 179-185.
7. Jonassen, D. H., & Reeves, T. C. (1996). Learning with technology: Using computers as cognitive tools, DH Jonassen (Ed.), Handbook of research for educational communications and technology (pp. 693-719).
8. Krashen, Stephen. Second Language Acquisition and Second Language Learning. New York: Pergamon Press, 1981.
9. Nomass, B. B. (2013). The impact of using technology in teaching English as a second language. English Language and Literature Studies, 3(1), 111.
10. Salaberry, M. Rafael. (2001). The use of technology for second language learning and teaching: A retrospective. The modern language journal. Vol. 85, No.1, Special issue.