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Integrating Modern Technology in Contemporary English Language Teaching: A Comprehensive Review

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Abstract

Improving methods of teaching English in the modern day has made great strides toward the use of technological tools. It is true that teachers have overwhelmingly preferred electronic teaching solutions (Mohammad Reza Ahmadi, 2018). This is because there is evidence that these programs encourage students to actively engage with their teachers and boost their overall English language learning.

Modern English language teachers often use a wide range of technical tools to enhance the transmission of lessons. By creating a new curriculum that includes modern scientific and technological developments, this research aims to address several facets of the technology used in English training. In order to ensure that the subject is delivered efficiently and at a high standard, these curricula are created to provide instructors with the necessary technical skills. Technical media, including audiovisual aids and modern technology programs, are also part of the package, as is the creation of student-teacher platforms with the end goal of effective language acquisition.

The relevant literature has been reviewed, technology has been defined using both conventional and linguistic concepts, and the relationship between technology and modern teaching abilities has been carefully investigated. This will allow the researcher to provide a summary of the subject under investigation, talk about the results, and clarify how they relate

to the study's objectives and hypotheses. The last portion of the paper offers many recommendations that aim to improve teaching methods via the extensive use of modern technologies.

Keywords: Modern, Technology, Teaching

Introduction

In the context of ESL instruction, modern technology is often understood to mean the innovative application of methods, resources, tools, systems, and strategies that are pertinent to the field and help achieve the desired outcomes. It is undeniable that technology has become an integral part of many different types of education, both primary and secondary; nevertheless, this is particularly true when it comes to the instruction of the English language. The reason behind this is that technological advancements provide several chances to improve the substance and execution of the pedagogies often linked to conventional methods of teaching English as a second language. The majority of the time, this is achieved by giving the student or teacher many chances to go over difficult material until it is fully internalized.

Using contemporary technology in the classroom goes beyond just bringing in new appliances and equipment; it also involves implementing innovative systems and methods of instruction that foster deeper and more rapid learning. It is widely believed in the field of education that students may greatly benefit from using the learning opportunities presented by technology in order to enhance their language skills and knowledge. In the context of English language instruction, the incorporation of technological tools promotes the development of a holistic understanding of the present-day technique system and its interconnections; this, in turn, benefits students by facilitating their attainment of the intended results.

This is why, in view of the tremendous developments that have taken place across many fields, it is crucial to use modern technological tools in English language teaching. The educational system must embrace new technology tools like computers, mobile phones, multimedia devices, apps for audio and visual effects, and social media if it is to remain relevant in the face of the worldwide technological revolution. Because of this, English language classes may be fine-tuned, and educators will have the tools they need to form sophisticated, methodical connections with their students. In order to facilitate the teaching

and study of English, the Internet provides easy, quick, and almost endless access to software, applications, and a range of supplementary platforms and materials. These affordances may be available to everyone, but it bears repeating that teachers are often the ones who really make all the difference when it comes to using the many tools and tactics for education. In addition, many of these programs are tailored to help teachers become more effective English language instructors, which in turn improves student understanding and competency.

Purpose of the Study

Among the most central issues in contemporary educational debate is the best way to teach and learn English. This is because research consistently shows that achievement expectations for students are low. It is reasonable to assume that technology has entered the field of education on a worldwide basis, given that technology is a hallmark of the modern day. Actually, there is much buzz about tech and media-based pedagogies since research shows they boost learning results compared to more traditional methods of instruction. The reason for this is that most schools have already included this kind of technology in their current and upcoming curricula. Using outmoded techniques of education might lead to problems such as the ones listed below:

Using outmoded methods that depend on textbooks and blackboards, students are led through certain curricular subjects. Regardless of the positive or unfavorable consequences, the instructor's role is limited to just presenting the knowledge.

Traditional methods rely on simplistic techniques that fail to meet the goals of learning and the essential needs of instruction. Finding out how well a pupil can regurgitate information without really understanding it is the main goal of these teacher-centered approaches. This is due to the fact that these pedagogies position the learner as a receiver.

Instead of talking to and learning from the teacher, the pupils depend on the provided sounds and images.

Student accreditation through the use of set texts tends to develop monotony and a loss of desire and attention to accomplishment when compared to modern technology teaching techniques. These techniques include multiple incentives that boost the possibility of gaining English language abilities in a timely and positive manner.

In light of these difficulties, the present study set out to determine what elements constitute the problem's foundation and, secondarily, how best to address it through the integration of numerous modern technologies into the existing framework of English language instruction.

Research Questions

The following questions must be addressed in order to undertake a comprehensive study of the listed issues and to attempt to find reasonable solutions to these challenges:

In Saudi Arabia, how many ESL teachers have the necessary background and experience to use modern teaching tools into their lessons effectively?

How well do students of English react to and engage with language learning tools that make use of modern technology?

Does access to all modern technological means aid in effective English language training in a Saudi Arabian context?

When it comes to teaching English, how effective is the use of modern technology?

Were the expected or actual results of using modern technologies in ESL classrooms different?

Significance of the Research

The results of this research should help fill in certain gaps in our understanding in several crucial areas. To begin, it will pinpoint the problems with conventional wisdom on language instruction that hinder or delay students' progress toward fluency. As a result, several options will be available for bringing these antiquated methods into line with modern technological tools and processes. In addition, the study will determine whether further I.T. training is required and the extent to which modern technology poses difficulties for English teachers. Researchers in the future who are interested in the same field and setting may find the collected data useful as a reference. The teaching and education sector is a vital part of any modern society's infrastructure. Thus, it would be great if it was thoroughly examined.

These days, it would be foolish to try to live a contemporary life devoid of technology. Some claim that traditional methods of teaching English leave students unmotivated and bored, but this study delves deeper into the impact of modern technological solutions. This is due to the fact that this global tendency cannot be separated from the educational process. The findings of this research show that students' reading, writing, and conversational English skills are all improved and that they make faster progress in their studies when they utilize modern technological tools. Actually, it is what the research shows. Finally, the study provides key educational stakeholders and authorities with actionable solutions to the problems that arise when students and teachers use modern technologies in ESL classrooms.

Objectives

The goal of this study is to determine how much new technology has influenced the development of ESL instruction and how those developments have affected its overall trajectory.

A variety of approaches might help educators and students overcome the current barriers to using modern technology in English language courses.

It is important to think about different ways of teaching and learning if we want to make both the instructor and the student better at learning languages, especially English.

To keep up with the ever-increasing demand for their services, English language instructors need to get proper I.T. training.

Combining technological elements with ESL instruction comes with a lot of pros and cons.

With the use of an electronic curriculum, the objective of using technological teaching programs and aids is to facilitate the learning process of students.

Hypotheses

We tested the following hypotheses as part of our investigation:

Statistics show that there are significant gaps between the old ways of teaching English and the new ways that make use of technology.

With the use of statistical indicators, we can find out how much knowledge students have gained about the English language.

Statistically significant indications represent instructors' skill in applying current technologies in the context of English language education. Teachers are effectively implementing these tools, as shown by these indications.

Methodology

The astute investigator used all of the following methods throughout the inquiry:

In addition to the descriptive technique, experimental monitoring was used by the researcher to ensure a thorough investigation of the study's difficulties and the development of suitable answers.

The assessment of current and future developmental ramifications was further advanced by using historical methodology, which is based on an examination of the elements and reasons that gave birth to the primary study topic and the associated challenges. To do this, we looked at how the primary research question came to be. This activity was based on the determination of time and spatial period. A key part of developing workable solutions was also gathering, analyzing, and comparing secondary data from pertinent documents, reports, and previous research. To successfully create solutions, these elements were necessary.

The researcher also used the experimental approach, which relies on changing one variable at a time to see how it affects the study topic, using this method. The investigator used this strategy. Several factors affect the study's impact. One is the experimental methodology, which was conducted in a controlled environment to examine the effects of technology on English language instruction. Another is the non-experimental methodology, which was used with a group of students who volunteered but were not part of the study. Examining how technology has altered the English language classroom requires the use of both of these approaches.

Technical Terminology

MODERN: created and made using state-of-the-art methods and ideas.

TECHNOLOGY: Numerous methods, systems, and devices that find use in the real world are the result of scientific knowledge being put to use.

TEACHING: more generally, the act of another person or object stimulating an individual's psychological and intellectual development; the organized exchange of professional data and expertise, typically organized within a field; and, more narrowly, the exchange of expert data and expertise.

Results

Traditional approaches to teaching English are insufficient, according to the findings. The outcomes of the experiments clearly demonstrate this. Based on the data, it seems that a significant majority of students (60–80%) are unhappy with the old methods, and a similar percentage (75–85%) agree with these findings. Students, on the other side, show more interest and enthusiasm when they use technology to enhance their English language skills. A growth of more than 90% is notable. The use of computers, smart boards, and displays in the classroom has replaced more conventional forms of instruction for a large portion of English language learners, according to statistical research. From 75% to 95% of students get good results in English proficiency, according to the analysis of student performance. This is in stark contrast to children who receive instruction via conventional techniques, whose achievement rates are quite low. The research included public schools that do not use cutting-edge technology as well as private schools that do by using randomized student samples to gather data. In both kinds of schools, the survey was filled out by a small group of students and adults who did not have regular interaction with the majority of pupils. In addition, the research discovered that when English is taught using current methodologies, both student-teacher interaction and total classroom reaction are much enhanced. Compared to students exposed to contemporary media, individuals whose education is based on more conventional methods engage with instructors more than 90% of the time. The results show that students are more likely to learn from E-curriculum and that English teachers prefer to use modern technology over traditional methods. This is due to the students' high level of educational attainment, their interactions with teachers, and their quick response times.

Discussion

One thing that has stood out is how little the education industry as a whole and the English language classroom, in particular, have used suitable technology. There has to be some thought given to this. This is so despite the fact that contemporary technology is permeating every facet of modern life. According to recent studies in education, students' low levels of accomplishment can be caused by teachers not making enough use of technology in the classroom. The persistence of conventional pedagogical practices exacerbates this issue (Tamimi, 2014; Salama, 1999). Considering the continued substantial use of technology in the educational sector, this becomes even more apparent.

There are very few Saudi Arabian schools that regularly employ technology and the Internet to teach English, claims Rahman (2015). Any other school in the nation does not use these materials. This is the case even though English has surpassed all others as the language of choice in almost every area of social and practical life, including media, engineering, health, education, commerce, and industry. True, there is a plethora of affordances offered by today's available technology that might greatly improve teachers' efficiency, proficiency, and enthusiasm for their craft. Also, studies on tech-enhanced English lessons revealed that students were able to take a more active role in their education and gain information according to their strengths and interests. Italy (2013) Roma.

The Benefits of Employing Technology in the Instruction of the English Language

The following is a taxonomy that Jacqui Murray (2015) uses to represent the reasons for the utilization of technology in English language instruction:

- There are various kinds of technology that kids may use to show their independence.

- It is feasible to meet the needs of each student on an individual basis with the help of technology.

- Technology allows for the exploitation of student-interest material, which improves the learning process.

- The students' willingness to use technology in their everyday lives is great.

- Through the process of using technology, students are given the opportunity to express themselves.

- Thanks to the incorporation of technology into the classroom, students may access a wealth of subject matter information from any location.

Merits of Using Technology in English Language Teaching

The use of contemporary technology engages and inspires students who are studying English, according to Nasser (2017). Some examples of this technology include television, radio, computers, the web, electronic dictionaries, email, blogs, videos, audiovisual aids, and DVDs or VCDs:

- The use of technology in English language instruction is seen as a dynamic and motivating practice since it enables students to engage with the material.

- Teachers of English rely heavily on technological tools because they improve their students' ability to retain information and, therefore, their students' performance in class.

- With the help of today's technological tools, educators can do their jobs better. Their ability to connect with their pupils on a personal level is a major factor in this.

- Thanks to today's technological advancements, both educators and students have access to an abundance of resources that are pertinent to the English language curriculum, including books, periodicals, and references. Yes, this is a major perk.

- By teaching students to rely on themselves via the use of contemporary technology, teachers may better equip their students for the possibilities that await them in the real world.

- However, as opposed to more conventional forms of instruction, technologically-based learning tools benefit not just the teacher but also the learner.

Drawbacks of Using Technology in English Language Teaching

- A considerable proportion of teachers and students have limited access to modern technologies.

- There are instances where students could become unduly reliant on modern technology, which could lead to a reduction in the responsibility of the instructor.

- If social activities take up all of the student's free time, their participation in other activities may decline.

Findings

An overview of the solutions to the main issue that was looked at is provided below:

Research shows that there is a deficiency of qualified English language instructors who know how to use the right technological resources in the classroom.

The study's findings showed that students engaged and responded more when modern technology was used than when more traditional methods were used.

Furthermore, the study revealed that the difficulty of teaching a language stems from educational institutions' unequal access to technologies related to the curriculum.

Studies show that tablet displays and contemporary sound and visual effects work better for teaching English language proficiency. This is a result of how quickly and easily navigable their English material is. Students find this content—which depicts real-life situations—to be more fascinating than traditional approaches, which they perceive to be fake and dull.

The study yielded results that were in line with expectations, demonstrating that using modern technology leads to better learning outcomes. Higher student motivation, better success rates, and more interaction between students and teachers are some of these results. Additionally, it was seen that students developed more positive self-talk, increased their independence, and enhanced their capacity for independent study. Both the student and the instructor were efficient with their time and effort.

As time goes on, it will become clear that the many forms and resources of modern classroom technology have shown to be dependable and effective in teaching modern English language skills in a way that is thorough, pertinent, and current.

Conclusion

In summary, while sincere attempts are being made to update conventional approaches to teaching English, it is clear that any remaining antiquated methods should be phased out and replaced with the use of technology, including computers, smart devices, displays, audiovisual materials, and electronic methods. This study demonstrates how technology in the language classroom may have a significant beneficial impact on learning results both within the classroom and in the community. Additionally, it draws attention to the costs associated with establishing the necessary infrastructure. It motivates educators to get past their reservations about utilizing technology in the classroom. Of course, the ultimate objectives of both traditional and modern technologies are to maximize students' proficiency in the English language and to create an atmosphere that maximizes learning support. Encouraging pupils to acquire English language skills in a way that is both realistic and useful is one of the main goals of using modern technologies. By actively involving pupils in the language learning process, this may be achieved. In an open learning environment, where access to contemporary technology techniques and subjects is encouraged, students are motivated and guided to communicate with one another. One way to do this is by giving students all the resources they need to communicate with one another. It is clear from thinking about how education will develop in the future that multimedia will play a major role in supporting the student-centered approach to teaching English to current standards. Therefore, to improve general communication competency and the quality of instruction, as well as students' application to modern educational foundations, a thorough evaluation of English language proficiency is necessary.

In conclusion, we believe that this method can fully develop students' critical thinking and pragmatic language skills as well as enhance overall instruction and learning process efficacy. In actuality, it is clear that many common problems with learning may be solved by instructors who have had the necessary training and by successfully integrating technology into the classroom. Furthermore, ministerial planning and the creation of an infrastructure that puts the needs of successful learning first can address the funding's consequences.

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