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Journal for Educators, Teachers and Trainers, Vol. 13 (1)

<https://jett.labosfor.com/>

Date of reception: 20 Oct 2021

Date of revision: 08 Dec 2021

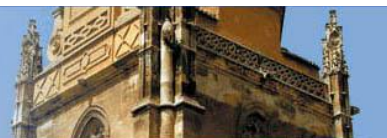
Date of acceptance: 14 Dec 2021

Dr. Tribhuwan Kumar, Dr. Jayashree Premkumar Shet, Dr. Md. Aslam Parwez (2022). Technology-Integration Experiences In Elt Classrooms As An Effective Tool: A Theoretical Study *Journal for Educators, Teachers and Trainers*, Vol. 13(1). 51 – 60.

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ABSTRACT

The aim of the research is to highlight the importance of ICT tools in the learning process and to present a way for integrating English language instruction with technology. EFL classrooms are becoming increasingly dependent on technology, hence this study will focus on the theoretical issues of integrating technology into the classroom. English education and learning must incorporate the use of technology in order to improve students' listening, reading, speaking, and writing skills. Using hardware and software technology in English language instruction and learning can provide teachers and students with a number of advantages, including the ability to access materials at any time, cost-effectiveness, and the ability to learn quickly in a short period of time. Consequently, the EFL classroom must embrace digital technology. Unfortunately, a great number of teachers are not technology savvy. The paper will use exhaustive theoretical study of the previous research to exemplify the importance of technology so that teachers could be acquainted with the importance of digital technology and able to implement it in language class. This study showed that the process of technology integration has to be deliberate and planned so that the use of technology, which is a fundamental task for instructors, can make a major contribution. Therefore, it should not be forgotten that technology must be incorporated properly into teaching and learning English and, unless integration is in effect, technology may have a detrimental influence on the learning process of students.

Keywords: Technology; Information technology; Integration; English; Teaching; Learning

1. INTRODUCTION

Education has had a bearing on the technology that has infiltrated every corner of our daily lives. This has made traditional systems of teaching incapable of meeting expectations. Particularly when native kids choose to learn digitally in the technological environment, technology must be employed in education contexts. Moreover, using ICTs, such as interactive boards, tablets, cellphones, the Internet, and computers, would make it possible for increased student participation, more productive and interesting classes, more efficient learning, and more motivated students (Gunuc, 2016). In addition, the use of ICT in education may boost students' learning speed, reduce educational costs and attract students from various kinds of education. Moreover, to profit from the usage of ICT for teaching and learning objectives, technology has to be integrated (Alotaibi & Kumar, 2019).

The notions of integration and usage of technology in education are in some ways disconnected. However, these notions are sometimes viewed as interchangeable in the literature, it cannot be argued that they are correctly employed. The use of ICT is to some extent limited and a general idea in teaching and learning. In other words, every kind of ICT for learning does not entail integration into technology or does not contribute significantly to the process of learning (Gunuc, 2016). Technology integration is a procedure that necessitates the use of a systematic strategy. The fact that ICT usage is unexpected and inadvertent but also not routine is one of the key reasons why ICT use cannot always make an important contribution to education. When organized and incorporated into the course for a certain purpose, ICT may make a major contribution to the learning and learning process. In the class,

however, ICT is often employed as a transient, spontaneous, non-focused learning teaching tool. This research specifically studied the process of integrating ICT. ICT integration employed in education contributes in various fields and even in foreign language disciplines. Through technological integration in foreign language teaching kids may learn without memory through practice and entertainment. Both teachers and students can benefit from a diverse array of software and technology-based resources that can be used in and out of the classroom.

Recently, ICT use has had a significant influence on English teaching and learning. The strong connection between technology and English language training is a significant source of inspiration for many English teachers and students. As a result, information and communication technology (ICT) is incredibly beneficial and aids in the teaching and learning of foreign languages. This is a challenging claim to make about any aspect of teaching and learning. All educational stakeholders must be supportive of the integration process to combine ICT technologies with the English Language Teaching (ELT) area to create successful planning and collaboration. Teachers and policymakers have a big duty in this environment (Al-Mohammadi & Derbel, 2014; Canaran & Mirici, 2020). Although everyone involved in the training process is the principal player, the instructor must take over and the student should be at the center. In this process, teachers have the greatest task. English instructors must be made aware of the need for successful technological integration if the ICT integration into ELT is anticipated to boost English as a second language (ESL) student' motivation and academic performance (Al-Mohammadi & Derbel, 2014; Ajmal & Kumar 2020).

Aim of the Study

The purpose of this study is to emphasise the importance of information and communication technology (ICT) instruments in the teaching of fundamental English language skills (read, write, listen, and speak), as well as to introduce the integration of technology into the teaching and learning of English.

Research Questions

The paper deals with various educational technology integration issues. The major discussed questions are as follows:

- (i) How to integrate technology effectively in EFL classroom?
- (ii) To what extent and the ways educational technologies help in enhancing language skills.

2. LITERATURE REVIEWS

Some researchers have appreciated the integration of technology in education, while some others have taken use of technology as a way of using enough in instructional situations. Pierson (1999) viewed technology integration as a successful transfer to their pupils from instructors' understanding of technology, pedagogy, and content. The technological integration of Woodbridge (2003), Kumar et al. (2001) and Çakmak et al. (2021) is characterized as an education strategy. Integration of technology is more than a strategy, technique, or technique (Gunuc, 2016). To achieve another objective, the notion of integration combines two unrelated goods, systems, or technologies built for distinct objectives. The more suitable and systematic this integration is, however, the more efficient and successful it is. Teaching and learning can be enhanced by utilising technology to its full potential, which is what is meant by "technological integration."

With the help of ICT tools, English language teachers and learners can organise the teaching process in a way that appeals to different sensing bodies while also assisting the learner in meeting his or her individual expectations. This makes ICT the most critical component of English language teaching and learning. The benefits of technology integration are defined by Barron et al. (2001) as under:

- It supports different styles of students' learning.
- It helps individual development and motivation.
- It increases teacher-student relationships.
- It helps students build cultural bridges.
- This encourages students to actively collaborate in learning and critical thinking.
- It supports various learning styles.

In the literature above, there have been several definitions of technological integration. These definitions are significantly different. This is why the process of efficient technology integration must be understood to grasp precisely what and what not technology integration is. This method and its steps will therefore allow us to comprehend better the notion of integration of technology in English Language Teaching.

3. METHOD

3.1. Research design

This study conducted its examination using a qualitative and descriptive research design, as well as elements from previous researches and studies.

3.2. Participants

Earlier research articles, published or unpublished dissertations, books, journals, periodicals, and other printed and online resources served as the basis for the researchers' sample populations. Because this research is purely descriptive, the most important participants are the researchers themselves, the data they collect, and the conclusions they draw from their work.

3.3. Data collection tools

The researchers used previous research, including the transmission of creative theoretical frameworks and conceptual frameworks pertinent to the study's environment. A review of existing research and literature was conducted to aid in the identification of emerging themes addressing the integration of technology use in the EFL classroom. Previous research papers, published or unpublished dissertations, books, magazines, periodicals, and other printed and online resources are among the additional data collection alternatives.

3.4. Data analysis

A previous study was used by the researchers to provide creative theoretical frameworks and conceptual frameworks that were suited for the investigation's environment. A review of existing research and literature was carried out in order to identify emerging trends in the use of technology in the EFL classroom. Previous research papers, dissertations, books, magazines and other printed and internet resources are only some of the many alternatives for collecting data for your research.

4. RESULTS AND DISCUSSIONS

4.1 How to integrate technology effectively? - The procedures

Technology integrations may be characterized as “technology learning, the use of technology in the education process” and “technology integration that enhances learning among students” (Dockstader, 1999). First of all, instructors must gain their technological skills, and this achievement should be integrated into the instructional process and delivered to the students (Ghahderijani et al., 2021; Gorder, 2008). When it comes to integrating technology into the classroom, the focus should be on the education of students (Khan et al., 2021).

Gunuc (2016) said that the following ideas, especially by instructors, should be taken into account in the successful and effective integration of technology in English and other disciplines:

- The instructor should know the ownership, availability, and preparedness of the pupils for ICT and should work on the technology taking into account students' unique peculiarities.
- During technology, the student-centered approach should be concentrated.
- The usage of technology should be designed to ensure that the English learning flow of students can be provided.
- Students' successes should be identified and technology should be utilized based on their successes in listening, reading, speaking, and writing.
- Technology should be employed to enhance the creation of fundamental English abilities by pupils.
- The use of technology for learning should be promoted for students.
- Technology should offer an environment to use high-level thinking abilities such as critical thought.
- Technology should enable cooperative student learning in and out of the classroom.
- Technology should make English language skills easier to acquire.
- Technology is a prerequisite for English-speaking activities.
- English education and learning should be tailored to the technological environment and technological infrastructures should be organized.
- The instructor should analyze his/her technological skills and enhance him/her.
- The instructor should follow up on current technologies which are available in the English discipline and perform relevant technologies in the classroom/curriculum.
- Technology should be consistently employed over the whole term, and ICT instruments should be picked for each topic or activity in the English language curriculum.
- Applicable, collaborative, active, or constructive technology should form the basis of learning environments.

- The teacher should incorporate technology in a planned and meaningful manner at the moment of gaining English speaking abilities.
- The teacher should be able to understand the basic language abilities of the digital environment such as listening, reading, speaking, and writing.

These steps and benchmarks in the integration process are critical to the success of technology integration in English. In addition to these processes, the use of unforeseen hazardous technology is far from being integrated, and it might hurt the learning results rather than contribute to the benefits of the technology.

4.2 Technology and language skills: examining contributions

Some typical hardware and software tools must be used for the above-mentioned efficient technology integration procedure. The instructor should now be familiar with the pupils' social and cultural structures, their qualifications, the economy, the technology they choose, their opinions, attitudes, and beliefs around technology. Thus, it is possible to arrange more effectively, based on these facts, which teaching instruments and concepts will be utilized at the beginning of the course. Efficient learning with kids with the right curriculum and approach and technology is more likely to take place. Device integration should be done in this context not just in classrooms but also out of class, particularly with the use of mobile technology. Continuous interaction with students while learning is provided by technologies such as interactive plates, computers, projectors, and tablet PCs, as well as the usage of instruments such as the Internet, and smartphones in classrooms. In terms of the learning impacts of multimedia products, technology instruments including interactive boards, tablets and smartphones are significant for videos, pictures, sound, animation, etc.

The usage of an interactive board is designed to boost the capacity of students to store knowledge, provide effective and active learning, and motivate students to strengthen previously taught concepts. There is a favorable attitude towards the interactive board amongst teachers and students. Teachers of language reported that interactive board influenced language instruction that was favorable and sometimes dramatic and that they transformed their function within the school. One essential aspect to highlight in integrating this technology is the importance of the students' usage of the interactive board in the context of their teaching. Tablet PC is another ICT tool. However, insufficient comprehensive study of the successful teaching-learning of tablet PCs is available. Several studies demonstrated the contribution to the educational environment by tablets and computers (Chen & Hsu 2008; Golonka et al., 2014; Lan et al., 2007). There are several challenges with pedagogical methods and integration when these instruments are used in foreign language instruction. To make greater use of technology resources, new processes and techniques should be developed. To guarantee that technology is appropriately integrated into the classroom, both teaching methodologies and class administration must be modernised. Smartphones are vital too, like tablet PCs. Experimental research on the efficiency of cellphones in foreign language study focussed on brief texting (Stockwell, 2009). Nevertheless, every day, smartphones are increasing and various amenities are included, in particular the internet. It is now simpler for pupils to continue studying beyond the school and participate more actively in teaching. Students may learn more using mobile technology (Gunuc & Kuzu, 2014; Thornton & Houser, 2003, 2005). This technology should thus be introduced as much as possible into the classrooms. To gain the following language skills, the instructor needs to include this technology:

4.3 Ability to listen

Listening abilities are one of the key abilities in English. Listening skills have a crucial part in language learning according to Brett (1997). Listening requires accuracy, speech, intonation, the meaning of words and speech (Saricoban, 1999). All these aspects should be understood by the audience. Listening skills are particularly crucial in ESL in this circumstance (Nomass, 2013). In terms of students' listening capabilities, it is crucial to integrate multimedia technology into English education and learning. Audio, video, and animated multimedia technology becomes popular and a potential hearing aid. Media instruments, such as radio and TV (Nomass, 2013), boost learning skills for pupils, boost their self-confidence when listening and also boost media use when native speakers or teachers may not always be reached. Computer-assisted listening provides visual and audio information that improves hearing abilities and assists listeners (Hoven, 1999). Students can learn about intonation and word speech while also experiencing a variety of accents by listening to and watching radio broadcasts, listening to audiotapes, listening to podcasts, listening to tap recorders, listening to iPods, and watching English films while teaching and learning the English language. (Nomass, 2013).

4.4 Ability to read

There are various technology instruments to enhance reading skills. Text reading has been defined by Levine et al. (2000) as One of the most difficult aspects of language learning is the acquisition of new vocabulary. Reading can provide the learner with fresh information and ideas, which can help him or her to improve their English vocabulary as a result of their experiences. According to Case and Truscott (1999), ability to read through computer reading exercises can help students engage with texts and boost their sense of freedom by increasing their sense of independence. Current results suggest that pupils benefit from a text reading education linked with technology. Using the Internet, the use of multimedia software, electronic dictionaries, and glosses, reading journals/ books, and reading computer programs are the means for students to enhance their reading abilities (Kumar & Supriyatno, 2021). The usage of multimedia software gives motivation and enables pupils to improve their vocabulary through computer applications, electronic glossaries, and electronic dictionaries. The students' reading skill is significant in terms of reading periodicals, newspapers, and encyclopedias (Kenworthy, 2004) which may be accessed on the internet (Nomass, 2013). Websites that teach English make reading as entertaining as possible and give the chance to engage with terminology. With English reading materials, involving storytelling or animation, students have been able to grasp concepts and link these concepts with their learnings.

4.5 Ability to speak

Speaking skills may be seen as a major challenge for learning English and are the final language skills that can be stated to be accomplished. Technical support can simply enhance this talent. The language laboratories have a good influence on students' communication abilities and speaking capabilities, according to a report by Bachate (2016). On the other hand, ESL students can practice speaking with the use of tools like Internet voice chat and speech synthesis. Internet Voice Chat programming (Jepson, 2005) is a great tool for learners to converse at any given time and anywhere. In contrast, computer programs for artificial intelligence can increase speech abilities and contribute to both vocabulary and speech. In addition, automated speech recognition has been shown to enhance pronunciation abilities and motivation in mobile applications (Ahn & Lee, 2016). A study by Sun et al. (2017) demonstrated that ESL-learner speaker abilities had been enhanced by social networking technologies. Hwang et al. (2016) revealed that web-based storytelling boosts the motivation of students, encourages creativity and imagination, and offers students more chances to communicate.

4.6 Ability to write

Research on the use of technology for teaching English writing has led and supported students' excellent writing abilities and encouraged them to write (Lam & Pennington, 1995; Bialo & Sivin-Kachala, 1996; Fidaoui et al., 2010). Moreover, the employment of ICT instruments in the education of writings helps students to find themselves and promote their independence, according to Blachowicz et al. (2009). On the other side, building computer programs may be easier and more entertaining, because software can identify problems. For instance, using Wiki, ESL students may use the application to build cursors, highlight, alter color, alter fonts and even manage orthography and syntax (Nomass, 2013). In this context, it is encouraging and exciting for ESL students to employ technology in writing.

Blogs are one of the most common methods used in writing teaching (Yunus et al., 2013). The blog author creates a true digital communication environment, according to Kelly and Safford (2009). It is not just a text authoring tool but also a multi-visitor and access point tool. Blogs have become a popular medium for youth to express their thinking. Lenhart et al. (2008) suggest that the majority of students who maintain personal blogs prefer to write. Students, on the other hand, can communicate with one another via e-mail, social media, and Internet text messaging in addition to blogging. As a result of completing real-world activities, youngsters can improve their writing abilities. Students can use the electronic portfolio to keep track of their learning experiences, progress, and successes. The EPP is an electronic archive that houses information regarding students' experiences, accomplishments, and growth, as well as completed written studies. The e-paper, which promotes self-assessment and autonomy for students, underlines the product process. E-portfolios, on the other hand, enable pupils to reflect their language abilities and knowledge. As a technique for developing writing abilities, it can be used in this context to help students improve their writing skills. In views of West (2008), When instructors use online forums instead of traditional written responses, they can develop their own distinct style and personality. Students strive to influence their classmates as a result of their awareness of the greater online social sphere, which explains why this is the case. However, understanding the distinctive writing style of the social networking site in question is required for social networking activities. Abbreviations or emojis can occasionally hinder the abilities of writing. On the other hand, social networks with restrictions on character, such as Twitter, can promote the effective use of language.

5. CONCLUSION

In recent years, technology has significantly advanced and this growth affects the education sector in all aspects. In this setting, conventional methods of education have been deficient since technology changes the expectations and learning practices of students quickly. The efficient use of ICT is generally based on the increase of the student learning speed during the training, a cost reduction, and an effective learning process. Rapid technological advances make technological use important both for teaching and learning in foreign languages.

Essential English skills such as listening, reading, speaking, and writing, as well as oral communication, are greatly aided by the inclusion of technology into educational programmes in English learning. Many advantages can be gained by using current computer hardware and software in English language training and learning, including the capacity to repeat material and access resources at any time and from any location, reduced costs, and the ability to learn quickly and efficiently.

The results of this study showed that teachers must prepare and deliberate when integrating technology into their lessons if they want to make a substantial impact on student learning. It also affects the integration of technology (Chen, 2008; Lim & Chai, 2008; Mama & Hennessy, 2010; Teo, 2009; Vannatta & Fordham, 2004; Valezquez, 2008) and the fact that teachers have positive perceptions, beliefs, and attitudes to technology, such as students, as well as being one of the conditions for effective and successful technology integration. While teachers and management typically see technology in literature positively, the occurrence of severe challenges when using and integrating technology reinforces the opinion that using the technology does not go beyond teacher and management's viewpoint and position. Moreover, the utilization of technology, knowledge, and expertise by instructors is insufficient (Hew & Brush, 2007). Teachers with high-tech expertise, however, have stronger technological integration skills (Hsu, 2010). Many instructors don't know how to incorporate and use technology in their respective areas (Gorder, 2008; Inan & Lowther, 2010). In that respect, the abilities acquired for teaching should be refreshed in undergraduate education.

Time constraints are yet another hindrance to teachers' adoption of new technology tools. Teachers must set aside time each week to create multimedia English resources and incorporate technology into their lessons. Instructors may not be able to find more time, or they may not be able to efficiently manage their time. Additionally, instructors face the issue of maintaining classroom management in technologically enhanced environments. There must be a high level of proficiency in classroom management in order to make effective use of technological aids in education. A teacher's failure to effectively integrate technology into the classroom can have a negative impact on motivation, lead students to lose track of time and interrupt communication, and distract students (Wilson & Whitlock, 1998; Yunus et al. 2013; Mirici & Ekşi, 2016).

Therefore it should not be overlooked that technology needs to be incorporated successfully in English language teaching and education and that technology might have a detrimental influence on the learning process of pupils if integration isn't successfully done.

One drawback of this study is the focus on the influence of technology in the teaching and learning of English. It is widely acknowledged in the literature that technology has various disadvantages in teaching and learning. Although they were not substantially negative, no major differences in students' success between technology and conventional techniques were seen in at least some experimental trials. However, this study did not explain the scientific techniques and the findings of this research. For future work, efficient technologies should first be developed, and experimental research should then be carried out to disclose the impact of the technology.

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