



The Role of Technology and E-Learning Process in English Language Teaching from Schools to Universities: A Review of Literature

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Abstract

The last 50 years have seen rapid educational technology growth and development. The technology significantly advances the instruction and learning methods used in educational institutions such as schools and universities, especially for teaching English. The use of technology is crucial to the study of education. Since instructors can do many things, like playing English-language videos, songs, movies, and even live theatre performances, employing technology in the classrooms is now quite popular around the globe. The governments and the ministry of educations have ignored this contemporary necessity. As a result of the closure caused by the epidemic, children in most nations had trouble attending their classes. Most nation-states are trying to extend the school year via technology, and they succeed by leveraging E-learning, Web-based Zoom, google classroom, and other services to enhance the learning experience. Technology significantly improves teaching and learning processes, as extensive, solid evidence shows. The researcher's goal in this article review is to determine the benefits of employing technology in the classroom in both schools and universities where access to education used to be limited. Finally, some recommendations have been given by the researcher to illustrate the impact of technology.

Keywords: Ministry of Education, English Language, Modernisation, Professional Training, E-Teaching

Introduction

Technology functions most effectively when it is put to use in the service of resolving existing issues. For instance, participating in activities entirely in English is the most effective way to acquire a second language quickly. This makes in-person immersion a valuable method for achieving this goal. The vast majority of individuals, however, will never have the opportunity to pack up and move to a nation where they may communicate

in the language of their choice. Students may still get the benefits of immersion with the help of technology. Students in distant areas can now communicate with native experts in the languages they are learning and get authentic language practice in traditional classroom settings. It is made possible by next-generation messaging and social networking technologies. The younger generation has grown up with and is used to technology. Computer innovations have changed how individuals get information and connect with others across the globe. Schools and other educational institutions must be aware of technical equipment for this purpose. To capture students' attention and interests, instructors in schools and institutions must advance their technical proficiency (Kasapoğlu-Akyol, 2010). Instructors now use technology to boost students' understanding of the course material (Hicks, Reid, & George, 2001). The independence, incentive, and encouragement that ESL students require for the learning process are provided using various technology tools (Genc-İlter, 2009); moreover, the lesson is made more effective (Kasapoğlu-Akyol, 2010). The use of technology in ESL classes, according to Lee Wang, has various benefits and helps students' reading, listening, speaking, and writing abilities.

Students of the English language utilise computers and software to enhance their language abilities and fluency. They study technical books and do Internet research (Wang, 2005). The use of technology in language instruction has been advocated. Although technology is essential for supporting and expanding language learning, its effectiveness relies on the knowledge and skills of the competent language instructor who manages and maintains the environment for language acquisition. In other cases, school and college administrators have enabled technology to impact classroom discussions. Language lessons use technological tools (Traore & Kyei-Blankson, 2011). Technology positively impacts English language instruction (Singhal, 1997). English language labs have been employed at various institutions during the previous century. These laboratories were made up of multiple tiny cabinets, each with a tape player, a microphone, and a headphone jack. Teachers observed their pupils' interactions using an adequate control panel. According to Draper (2012), imagery is the primary need for a competent reader. In order to improve higher comprehension when reading, it is crucial to assist kids in developing their imagery abilities. It makes reading more enjoyable for students and encourages them to use pictures to form inferences, develop text interpretations, and retain specifics and aspects.

Using movies in English as a Foreign Language courses should encourage teachers of English to be more creative and motivated (Ismaili, 2013). Because of this, instructors of English as a foreign language feel that showing movies in the classroom may boost the amount of contact between students, enhance students' ability to communicate verbally and provide them with more chances to utilise English (Ismaili, 2012). In English as a Foreign Language (EFL) courses, videos relevant to the curriculum's subject matter may be utilised to provide a more practical application of what is learned in class (Furmanovsky, 1997). Flexible resources remove boundaries to place and time, enabling students to participate in

courses whenever convenient, and fostering a feeling of community and exciting learning experiences. Technology-enhanced learning settings encourage more regular student engagement and provide students access to classmates and instructors worldwide. The investigation showed that using such technologies to interact with one another in the practical language learning procedures boosts student engagement and attentiveness.

The increasing productivity of the teaching position is linked to the use of multimedia technology in the classroom and its favourable impact on the learning process (Shyamlee, 2012, p. 155). Technology offers pupils hundreds of tools. Students may utilise simplified dictionaries, flashcards, and the internet to learn a language. Find coworkers, discussion companions, and tutors online. They will not merely discover static examples in textbooks. Technology may improve conventional language learning. Learners may videotape themselves speaking a foreign language and share their comments in class. Texting allows students to concentrate and assess their performance throughout the class. Teachers may observe how students do and what sort of practice they need. To improve efficiency and effectiveness, trainers should adapt their methods to students' needs. A teacher whose students struggle with future tense passages should study them in class. Technology may be a valuable aspect of a language learning strategy when utilised imaginatively.

Review of Literature

The Importance of Technological Progress and Advancements

Technological tools are techniques, methods, or collections of knowledge used to solve a problem. Technology is a classroom assignment or educational aim using technological procedures, techniques, or information. Students may record a speech assignment using a digital voice recorder and then play it back to their instructor (Merriam-Webster Dictionary, 2016). English students are encouraged to enhance their success in English by using classroom technology. Technology provides a wealth of learning options in addition to conventional approaches. As a result, teachers have access to various materials and tools. Cutter also explains the rise in technological involvement. When using computers and other contemporary technology, students are more motivated than when using textbooks (Cutter, 2015). New language usage patterns, a context for learner identification, and a motivation for students to generate new opportunities for cooperation and engagement among tutors and learners in different forms are provided to students via new technologies (Murray, 2005). The technology significantly influences instructional strategies and plays a significant role in boosting learners' actions. Teachers cannot stay up with technology if they do not utilise it in the classroom.

Consequently, instructors must be fully adapt at imparting linguistic abilities using these technologies (Pourhosein Gilakjani, 2017; Solanki & Shyamlee, 2012) by providing

possible technological avenues for the development of listening and speaking skills. It is suggested that students of English may benefit from using dictionaries, chat services, and the internet in addition to web-based language learning programs, new PowerPoint software, and new language learning dictionaries. Nomass (2013) recommends additional study that considers classroom technological challenges. The contemporary classroom divides theory and practice, which causes complications. He urged technology integration into language study at these institutions.

Technology's Effects on Student Performance

Flanagan, Jennifer Lyn, (2008) at the College at Brockport researched technology's positive and negative impacts on student success. An urban middle school taught eighteen kids how to graph formulas organised into subsystems. The lessons were presented both with and without examples. A graphing calculator, pencils and graph paper were used to introduce the unit. Students had to graph by hand to solve systems of equations. End-of-unit tests were given. Students were given the same subject but may utilise a graphing calculator to aid their study of graphing systems of equations afterwards. Another exam was given to the students using graphing calculators. Both the overall unit achievement and the exam scores increased thanks to technology and the use of technology increased students' levels of participation and interest.

The Utilisation of Technology in Educational Settings

Student motivation is increased by using the internet. Students that watch educational films do so with more passion and understanding. Students may utilise technology to enhance their learning through computers and the internet. When kids use technology to study, it helps them develop higher-level thinking abilities. In conclusion, engaging students' attention to English language is crucial to the natural fusion of multimedia and instructional approach (Arifah, 2014). Two distinct ways of integrating technology into a classroom were characterised. First, using a cognitive method, students may increase their exposure to language and develop their unique knowledge in a relevant environment. Software that simulates multimedia environments and software that restores text are two examples of these technologies. With an emphasis on language and culture, multimedia simulation software allows students to visit virtual worlds in an engaging audio-visual setting. The finest of these applications enable students to exert considerable control and interaction to modify their language input more effectively. The social approach, which views language acquisition as a socialisation process, emphasises the social aspect of language learning. Students must be able to apply fundamental skills in that setting via authentic social interactions. This may be accomplished by working with students on real-world activities and projects (Warschauer, 2000). Speech recognition

technology improves student feedback (Zhoa, 2013). Technology in EFL classes may be an effective and engaging way to learn the language. It helps pupils speak, read, listen, and write (Ilter, 2009). However, EFL students cannot be taught only via technology. It requires a teacher who has clear objectives, is knowledgeable about the curriculum and successful teaching techniques, and who can provide kids learning opportunities to build on and interact with prior knowledge (Schwartz & Pollishuke, 2013). According to research, wiki technology improves students' writing abilities. The students were encouraged to join a Wiki website where they could compose sections, read them out, and respond to those of their peers. According to the learners, the instant feedback that users of this technology would get would be advantageous. Reading the work of their peers was another way that pupils picked up terminology, grammar, and sentence patterns (Lin & Yang, 2011). It is crucial to promote the use of computers and other technical devices since it has the potential to boost students' levels of interest in English classes and help them accomplish their objectives in a timely and effective manner.

Moreover, educators must not consider that technology is the primary source of inspiration and that all programs are based on technology, in conjunction with solid educational concerns (Ilter, 2009). Before schools began providing students with access to the internet, the only resources available to them for social studies were textbooks and books that could be obtained in the school library. Access to unrestricted internet provides students with the resources necessary for doing research and going into further depth in their studies (Gustad, 2014).

How Technology Affects Learning a Language at a Young Age

Children can get learning experiences all around the globe because of the resources made available by technology. Young students may quickly get motivated when immersed in a long-term language learning environment, thanks to the numerous realistic resources made available by technology. Mart (2017) contends that learners may benefit from genuine materials by using them as examples of comprehending the actual language when used in context. Larsen-Freeman and Anderson (2011) point out that electronic chats, games, pan-pals, and podcasts could be engaging for language students. In general, children are visual students. They want to be able to see as they are learning. Children's environments are enriched with visual resources thanks to the internet and activities based on computers. The internet and other forms of media provide children opportunities to hone their auditory, reading, and written communication skills. Young pupils may experience the actual usefulness of English via emails, online, satellite TV, and cable. Young pupils have much energy. Therefore, teaching them foreign languages in class may sometimes be challenging. When appropriately utilised, technology may provide young language learners with a real-world, engaging environment and raise their awareness of their native tongue. Learning more about language and comprehending it better allows students to

make correct, meaningful readings of texts (Mart, 2018). Young people who actively engage in communication may also learn languages outside the classroom, thanks to technology (Larimer & Schleicher, 1999; Brewster, Ellis, & Girard, 2004).

The quick loss of focus that children are prone to can be regained with the use of enjoyable and genuine materials, this time frame is often extended. The internet provides youngsters with the real stuff. The socio-cognitive method lets language learners participate in real life. Internet assignments and project studies may be sociocognitive. Online games help improve vocabulary and linguistic feedback (Gee, 1996). The technology's speed, precision, and ability to repeat a lesson hundreds of times in one day save the instructor time and effort. So, repetition aids in remembering and understanding the lesson. Computer exercises provide language learners with rapid information and resources. Tomlinson (2009) says multimedia and online help students learn.

The Use of Technology Makes Learning English Will Be Facilitated

Technology has changed how English is taught (Altun, 2015). It offers several options for exciting and efficient academic advancement (Patel, 2013). Grammar and vocabulary learning for pupils are aided by multimedia literature. Learning via books, movies, and the internet enhances language knowledge. For language analysis, interpretation, and context, students may learn via print, television, and the internet (Arifah, 2014). Students have engaged in meaningful work thanks to computer technology, which transforms language instruction into an engaging environment (Dawson, Cavanaugh, & Ritzhaupt, 2008; Gilakjani, 2014). According to the findings of this research project, the fact that technological instruments are straightforward to use makes them ideal for teaching reading and writing to students of all ages. Learners can engage in meaningful learning when technology, such as computers and the internet, is included in the educational process. When pupils are taught technology, it benefits the development of their higher-quality thinking abilities. In conclusion, it is of the utmost importance for students to prioritise the acquisition of English via the simple integration of various teaching approaches and forms of multimedia (Arifah, 2014).

Providing Technology to Classrooms in Elementary Schools

Wakil Karzan, Mohammed Chra & Quaisar Nsar (2017) in a research entitled "Enriching Classrooms with Technology in the Basic Schools" investigated technology's role in the classroom concerning the educational process. The researchers advised hosting two distinct classes, one of which would be augmented by technology and the other of which would not, and after educating a comparable subject to both sets of students, a test would be conducted to determine who knew more about the material. According to the findings, the grade point average (GPA) of students who attended classes in which

technology was present was 83.3% on average. On the other hand, the average grade point average plummeted to 60.4% in schools that lacked technology. In addition, the findings demonstrated that using technology led to a 22.9% increase in academic performance. In addition, the use of technology in the classroom was enjoyable for each student, and the great majority of students were able to advance their knowledge as a direct result of the use of technology. The results of their study show that employing technology in the classroom provides students in elementary school with a much higher level of benefit.

The Influence of Online Learning on Students' Drive and Performance

In line with the findings of Lin's research, Lin and Chen (2017) based on the results of a study entitled "A Study of the Benefits of Digital Learning on Learning Motivation and Learning Outcome," argued that digital learning has more positive impacts than traditional teaching does on the learner's desire to learn. It has a more significant favourable influence on learning outcomes when compared to the more traditional forms of schooling. Learning motivation has been demonstrated to have significant positive effects on both the process of learning and the consequences of that learning. In this research section, students' viewpoints on digital education are surveyed and reviewed, and the findings are analysed. In order to properly fulfil the research aims and test the research hypotheses, this study uses a methodology known as quasi-experimental research. One hundred sixteen students from four different classes participated as study subjects for the research on instructional effectiveness. It is essential for effective teaching to combine the most current advances in educational theory with the advantages offered by digital education to create lesson plans that can be implemented.

Factors Influencing How Much Luxury Private Schools Accept Technology

Johanna Mare and Maryke Anneke (2018) performed a study entitled "Factors Contributing to the Level of Acceptance of Technology in Affluent Private Schools" which aimed to investigate variables that affect teachers' adoption of technology. At the same time, they worked in a setting where various forms of technology were widely available. The researcher sought to determine the target school's driving elements and specific components that discourage the usage of the available technology. Five different volunteers were selected for semi-structured interviews. The interviews' transcriptions were subjected to a qualitative analysis using Atlas. Through the studies, it became clear that, despite being exposed to technology and understanding its value, instructors are increasingly discouraged from utilising it, even those with a high level of technology acceptance. The study advised managers to prioritise concerns like infrastructure, hardware upkeep, and efficient training opportunities while also setting clear implementation targets for staff members.

Classrooms Based on Online E-learning

When people think of technology in the classroom, this is often the first thing that comes to mind. This may be implemented in various ways at all levels of schooling. Children have the opportunity to earn extra credit online while they are still enrolled in school. Online schools allow students to study from the comfort of their own homes. According to Sophia (2015), the impact of this technological advancement extends beyond primary schools. These days, almost any college class may be completed entirely online. In 2011, the University of Phoenix conferred 6,000 online degrees. When compared to other universities, this is an awe-inspiring achievement. Despite its reputation for having a large student body, Arizona State University only conferred 2075 on-campus degrees in the given year (Mohammed, 2017).

The Educational Implications of Playing Games Practically

Many people consider playing video games and simulations to be relaxing and enjoyable. They have a place in the classroom as well. Programmers of digital and video games need them. The scope of this technology is more expansive. Virtual reality games could be used to educate technical skills. One example of this would be virtual gaming for medical students. Students get the knowledge and experience necessary to perform surgery on an actual patient by first perfecting their skills in a simulated setting (Gee, 2005, pp. 25-32).

Recommendations

The researcher recommends considering the possibility that students use various technological devices to acquire knowledge, research vocabulary, and listen to English conversations. Because of its worth and effectiveness, technology in the classroom is an absolute need. The researcher suggests that the ministry of higher education and scientific research in Kurdistan would improve access to the quality of various technological instruments used in schools and universities across the region. Managers, instructors, and students at any level of the academic establishment might cooperate by utilising technology to be an ideal method to abolish conventional teaching and learning in this period of modernisation. Technology is an excellent approach to eradicating traditional teaching and learning. Technology helps us improve teaching and learning. Expanding our knowledge of this technology might help students achieve their dreams. This is most universities' mission. More studies on the demographics and learning skills of students who want and succeed in online education and on online education programs with excellent results will encourage these new learning possibilities and expand the field's knowledge base. We have never had more resources and technology to educate more students. It is essential to inform

learners and their families about how to use technology in settings outside of the classroom. This study also highly suggests that instructors be educated on the most current technological advancements in the education industry to enhance and give the finest learning techniques, which could help students succeed in the bright future.

Conclusion

This article review focuses on technology in learning English. Access to various technological tools in the classroom enables teachers to use various instructional strategies while working with their classes. In addition, the research that we discussed provides evidence that technology is an essential pillar of today's society and that this pillar is one of the most crucial backbones. It is of great use in generating discussions and aiding the instructor in the delivery of the courses. However, there is a severe scarcity of technical instruments. In the present day, it seems inevitable that technology will influence education. This impact might be both beneficial and detrimental. Therefore, such technical instruments should be offered to public and private academic places to protect the rights of individuals from lower-class backgrounds and maintain equality between the various social classes in society. According to the findings of this investigation, it would seem that technology in our everyday lives, particularly in educational settings, is the essential dominant tool. There are many different reasons why individuals are reluctant to adopt technology to further remote education. Some people are under the impression that the only location where genuine learning can take place is in a traditional school setting, with the teacher serving as the centre of all information.

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