

Enhancing Student English Language Skills through Technology-Based Education: A Perspective

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Abstract: English language learning is a complex process. In order for students to learn and acquire a language, various learning opportunities and strategies must be provided by the teacher to create meaningful interactions using the target language. Traditionally, teachers use text books and other printed materials to teach the various language or communication skills. In the advent of technology, teachers learn to integrate varied technologies to successfully teach English in their respective classes. This paper presents the various technology tools that teachers could use in teaching English—whether as a second language or as a foreign language. It also discusses how the macro skills—listening, speaking, reading and writing—could be taught with the integration of available technologies. There are a number of advantages in using technology in language teaching; however, there are also challenges. This paper also considers and lays down the roadblocks that teachers may encounter when integrating technology in their English language classes. Overall, this paper offers a perspective on how technology could be used as an effective tool in teaching English.

IndexTerms – English, language teaching, language learning, educational technology

I. INTRODUCTION

Language is used to communicate in learning and teaching. Language development is essentially a transition process. Exploring the many paths of language can reveal insights into the development of more general cognitive functions. Language development studies have been especially helpful in understanding the emergence of function specialization as well as the scale and flexibility of cognitive processes during learning [1]. Language learning is also robust in the face of various biological deviations from the norm, which modify how youngsters interpret whatever input they get [2].

Whether the language is a second or a foreign language, vocabulary development is the most important aspect of language acquisition for students. One of the main reasons for this is that a large number of unfamiliar terms that students encounter when reading might make it harder for them to comprehend the material. Word recognition and lexical access are common causes of students' reading comprehension problems, according to both students and instructors [3]. With this, use of technology using a computer may be able to provide a contextual environment. In a one-on-one setting, the computer also helps pupils to become active learners. Computers can support a wide range of learning styles and include a wide range of learning methodologies.

II. ENGLISH LANGUAGE FOR TECHNOLOGY EDUCATION

Academic development and administration are both affected by technological advancements and innovations in educational transactions. For a huge number of students, traditional methods of higher education have grown less compelling. Students' learning experiences must be enhanced by HEIs supplying them with cutting-edge educational technologies. As educators see the capacity of technology to provide both an autonomous and collaborative learning environment in which students may learn English with ease, the role and usage of technology as a resource for teaching English Language is growing [4]. The use of information and communication technologies (ICTs) in educational processes clearly results in changes in the roles of both instructors and learners, as well as the introduction of new teaching and learning settings and approaches (e-learning, web-based learning, open and distance learning, and blended learning) [5].

Moreover, for language learning, the immersion environment provides opportunities for authentic interactive dialogue and language learning opportunities [6]. This is also adhering the use of technology in teaching methods by using English language as the mode of communication.

Finally, the adoption of ICTs might serve as a catalyst for motivating instructors and students to work in novel ways. These include teacher-student and peer interaction, investigation, analysis and reflection, questioning, help, and feedback [7].

III. BASIC AVAILABLE TOOLS TO TEACH ENGLISH USING TECHNOLOGY**1. Quizlet**

It was founded in 2005 and is an online learning tool that allows you to build flashcards, short tests, and spelling quizzes. You may carry vocabulary lists with you everywhere you go or construct one based on your language teaching needs [8].



Figure 1. Official Logo of Quizlet [8]

2. Kahoot

Morten Versvik, Johan Brand, and Jamie Brooker launched the company in 2012 as part of a cooperative initiative with the Norwegian University of Science and Technology (NTNU), together with Professor Alf Inge Wang, and were subsequently joined by entrepreneur Asmund Furuseth. It is a unique game-based learning platform that makes studying enjoyable. With Kahoot, you can build your own quizzes and evaluate the results. It is also a worldwide learning platform firm that aspires to enable everyone, including children, students, and employees, to realize their full learning potential [9].



Figure 2. Kahoot! Official Logo [9]

3. Quizizz

Developed in 2015 by Ankit and Deepak when they were teaching remedial math at a school in Bangalore, India. Quizizz now maintains headquarters in Bangalore and Santa Monica, California, and serves millions of students in over 100 countries. It is a platform for interactive learning that is powered by teachers. Find and develop engaging activities that students like, and gain the formative feedback you require [10].



Figure 3. Quizizz Official Logo [10]

4. ClassMarker

Since 2006, schools and companies have used ClassMarker to develop, administer, and mark online tests and quizzes. Our online testing technology provides you and your test takers with quick exam results. ClassMarker is a major online testing service provider with an easy-to-use quiz interface that benefits everyone from huge organizations, schools, and colleges to private teachers [11].



Figure 4. Official Logo of ClassMarker [11]

5. Google Forms

Google Forms began as a Google Sheets feature in 2008, two years after Sheets' first release. You could insert a form into a spreadsheet, format it in a different sheet, and view the form replies on another sheet. It was simple, but it did the job [12]. Google Forms grew in functionality over time, eventually becoming its own independent app in early 2016. Forms may now be created and managed at docs.google.com/forms, with templates and convenient access to all your forms in one spot [13].

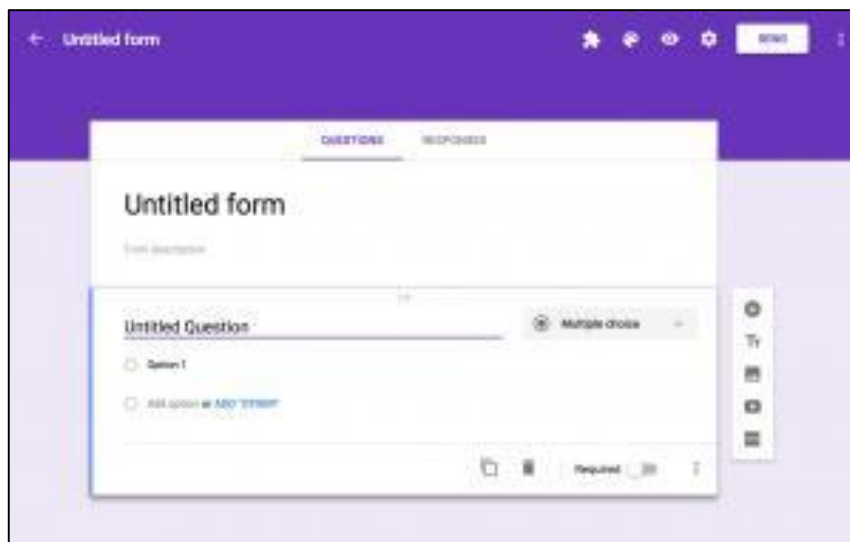


Figure 5. Screenshot of Google form [14]

IV. TECHNOLOGY EDUCATION FOR ENGLISH LANGUAGE SKILLS

1. Listening Skill

Because many materials and curricula focus on a small range of objectives and procedures, listening might be one of the most difficult abilities to teach your pupils. A variety of innovative technological tools are available to assist any language learners you deal with in improving their listening skills. The rapid advancement of technology has resulted in numerous innovations in education, particularly in language teaching. Language teachers, particularly English language teachers, are using various audio-visual tools to create successful classes. In addition to textbooks and other interesting and engaging activities that ensure student centeredness, technology can help to facilitate the teaching process. Videos such as movies, songs, and power point presentations are widely used to promote autonomy, interaction, and connection to a specific theme [15]

2. Speaking Skill

Speaking is an important aspect of second language learning and instruction; it is a communication art and one of four productive abilities that must be learned while learning a foreign language. The act of creating words that listeners can understand is referred to as good speaking abilities [16]. Nowadays, technology plays an important role in our lives, and also technological tools such as computers, laptops and cellphones with camera. Therefore, students and teachers may interact from a distance. Speaking skills can be developed using these tools [17]. Recently, open-type video mediate language learning, and free internet software such as Skype have enabled students to engage in authentic, student-centered, communicative activities such as voice and video chat via computer [18].

3. Reading Skill

Readability refers to how a reader employs a number of abilities to deduce the writer's intended meaning from a piece of writing. Understanding of phonics, linguistics skills, knowledge of the environment, and, most importantly, problem-solving methods are all part of the reader's repertory [19]. There is also widespread agreement that students must be able to easily identify words while also comprehending the meaning of those words in order to comprehend a text, implying that the link between phonological processing and comprehension begins with word identification and ends with comprehension. Accurate decoding, fluency, and listening comprehension are all connected to the identification of written words [20].

4. Writing Skill

Writing may be classified as a sort of language performance with a specific graphical system that is ideal not only for improving language learners' linguistic skills, but also for expressing their own thoughts, attitudes, or views. Writing (as one of the four language abilities - hearing, speaking, reading, and writing) has long been a part of the foreign language school curriculum, and written communication is often practiced and developed methodically. One of the most important concerns, however, is how to educate kids to write in a foreign language. It is critical to recognize that writing (not just in a foreign language) has distinct characteristics and qualities that set it apart from other talents. Its training and growth necessitate the presence of a qualified instructor and a well-prepared student [21].

V. Challenges for Combining English in Technology Based Education

1. Digital Divide

The "digital divide" refers to the difference between individuals who benefit from modern technology and those who do not [22]. This stresses the breadth of spatial dimensions at which the concept may be addressed, as well as the elements that have produced the gap, with a focus on connection, accessibility, literacies, content, networks, and communication. To overcome such gaps, the global community, national governments, the corporate sector, civil society, and academic institutions must work together to develop acceptable and long-term solutions that benefit underprivileged and disadvantaged people [23]. As a result, research on digital inequality has expanded from a split based purely on computer ownership to a range of disparities in access to and use of various digital technologies [24].

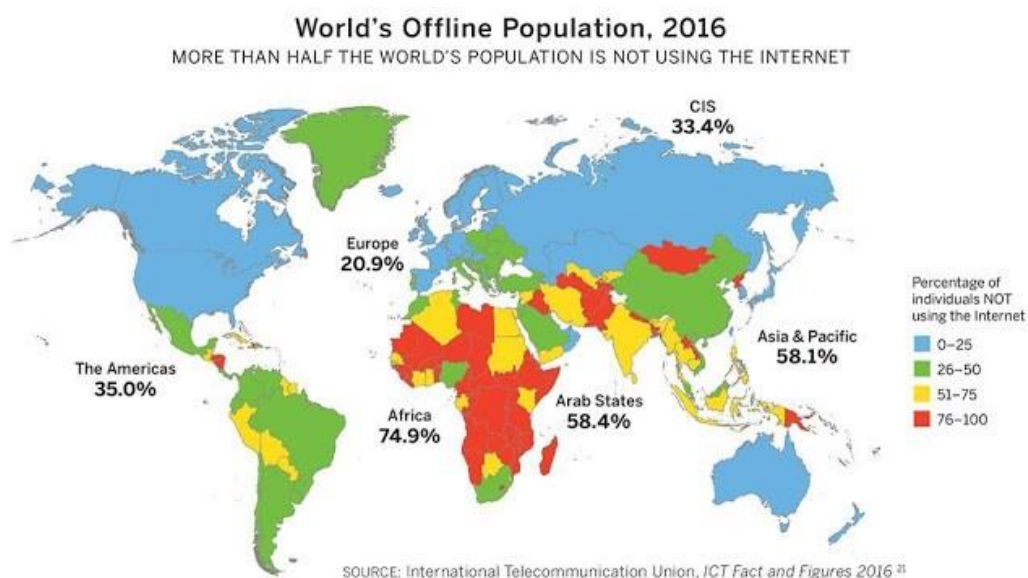


Figure 6. Population with no internet access [25]

2. Social Loafing

Social loafing is a phenomenon in which group participation lowers individual motivation. It arises as an individual's inclination to exert less effort when working collaboratively rather than alone [26]. The phenomenon of social loafing has been largely acknowledged as an explanation for productivity losses [27]. The concept of social loafing is based on the de-individuation that can occur when individuals work in groups rather than alone.

3. Access for Persons with Disabilities

People have the right to participate, according to the United Nations Convention on the Rights of Persons with Disabilities. The physical environment has a significant impact on what persons with disabilities can do and be, and Universal Design has emerged as an essential technique for increasing accessibility. The social and psychological components of accessibility are critical to the accessible experience [28].

4. Appropriate Technology

Defined as anything, activity, idea, or practice that improves human fulfillment by meeting human wants. When a technology is deemed appropriate, it is compatible with local, cultural, and economic conditions (i.e., the economy's human, material, and cultural resources) and uses locally available materials and energy resources, with tools and processes maintained and operationally controlled by the local population. Thus, technology is deemed "suitable" to the degree that it is compatible with the cultural, social, economic, and political structures of the society in which it is employed [29].

5. Development Costs

Product development becomes an increasingly essential source of competitive advantage as innovations permeate throughout leading firms. Cost management is becoming more important in product development. Too far, cost management in new product development has mostly focused on target costing, a management strategy employed by the development team inside the product development process. Although this method is acceptable for items that compete primarily on price, it has significant limits when other considerations such as technology, time to market, or consumer wants are more critical [30].

VI. CONCLUSION

The use of technology in to the classroom has become an integral aspect of the learning process. Almost every language lesson uses some type of technology. Language learning has been aided and improved by the use of technology. Teachers can customize classroom activities with the use of different available technology, which improves the language learning process. Technology is becoming increasingly important as a tool to assist teachers in facilitating language acquisition for their students. However, similar to other aspects, technology may also pose challenges and disadvantages in language teaching and learning. Capacity training for language teachers in the use of technology in teaching English is also recommended in order for them to ensure the responsible use of technology to transform it as tool rather than a deterrent.

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