

## English at the Click of a Button

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**Full Article**

### Abstract

Using current technology in English language education represents a significant advancement in instructional methods. This interdisciplinary research explores the fusion of language education and technology, with a focus on English language learning. Traditional methods often fall short in the face of global English proficiency demands, leading to the integration of various technological strategies into the classroom. The study draws from extensive literature and empirical studies, revealing key insights into technology's effectiveness in enhancing learning experiences. Results highlight favorable outcomes, including increased student engagement and motivation. The research contributes to both language education and technology fields, emphasizing the need for continued research and thoughtful implementation. Recommendations are made for future exploration, focusing on contextual influences and technological innovations.

**Keywords:** *English Language Education, Technology Integration, Interdisciplinary Research, Instructional Design, Pakistani Education System, Language Learning Outcomes*

## **1 Introduction**

### **1.1 Background**

The integration of current technology in English language teaching represents a significant shift in modern educational practices. With the advent of new applications, techniques, tools, materials, devices, systems, and strategies, the landscape of English language teaching has been transformed. Technology is universally regarded as a key educational aid across various contexts, but it is particularly pertinent to English language teaching, offering numerous opportunities to enhance both content and delivery.

In the ever-changing educational environment, current technology transcends merely modern gadgets and equipment; it also encompasses innovative teaching systems and approaches that facilitate quicker, more comprehensive learning. This innovation allows students to better acquire and perfect language skills, a viewpoint supported by dominant educational theories. Thus, the use of contemporary technology in English language education has become essential to keeping pace with global technological advancements. Tools such as computerization, multimedia devices, mobile phones, audio/visual effects programmers, and social media are vital in optimizing English language instruction and empowering teachers to engage with learners in methodical and sophisticated ways.

### **1.2 Purpose of the Study**

English language teaching and learning have become significant concerns in modern education due to low student success across all levels. The widespread use of technology has undoubtedly impacted the global educational landscape. With many educational institutions incorporating technology into their curricula, tech-based pedagogies are gaining popularity, showing improved learning outcomes compared to traditional methods. The challenges of teaching English as a second language necessitate a focused examination of underlying issues. This research aims to identify these root problems and explore ways to overcome them using cutting-edge technology.

### **1.3 Significance of the Research**

This study contributes to several fields by identifying conventional teaching practices that hinder effective language acquisition and proposing updates through technological techniques and support. The research analyzes the challenges English instructors face while using current technologies and assesses if additional IT training is needed. The resulting data

can guide future studies in this area, offering a comprehensive understanding of teaching and education's role in modern society.

#### **1.4 Objectives of the Research:**

- To explore the extent of technological contribution to the development of the English language teaching process.
- To identify solutions that enable both teachers and learners to overcome challenges.
- To assess appropriate IT training for English language teachers to meet growing needs.
- To evaluate the pros and cons of using technology in teaching English.

#### **1.5 Research Questions**

1. What are the expected or actual consequences of using current technologies in English language teaching process?
2. How well do English language students use current technology?
3. Are there enough certified, well-trained English teachers in Pakistan to employ current technology?
4. Is technology beneficial in teaching English?

## **2. Literature Review**

The integration of technology into English language teaching has become an essential aspect of contemporary educational practice. This review explores the existing literature on the use of modern technology in English language instruction, highlighting key findings, challenges, and pedagogical insights.

### **2.1 Historical Background**

The application of technology in language teaching can be traced back to the mid-20th century with the advent of language labs equipped with audio devices (Roby, 2004). Since then, the field has seen a significant transformation with the development of Computer-Assisted Language Learning (CALL) (Levy, 1997), multimedia applications, and online learning platforms.

### **2.2 Modern Technologies in English Language Teaching**

Recent advances in technology have opened new possibilities for English language instruction. Tools like smartboards, virtual reality (VR), and mobile applications have been employed to enhance language learning experiences (Godwin-Jones, 2016; Burston, 2015).

Studies have reported positive outcomes such as increased student engagement (Huang et al., 2019) and improved language skills (Lai & Zheng, 2018).

Smartboards and interactive displays have been found to promote collaboration and interactivity in the classroom (Ertmer et al., 2012), while mobile applications offer opportunities for personalized learning outside the classroom (Kukulka-Hulme, 2013). Virtual reality has shown potential for immersive language learning experiences, mimicking real-world language usage (Cheng, 2017).

### **2.3 Incorporating Technology into the Classroom**

Two distinct strategies for the incorporation of technology in the classroom were proposed by Warschauer (2000a). The first is a cognitive approach that provides students with opportunities to meaningfully increase their exposure to language and create their knowledge. The second is a social approach that offers students opportunities for authentic social interactions, practicing real-life skills obtained through real activities.

Stepp-Greany (2002) utilized survey data from Spanish language classes that employed various technological approaches to determine the role of teachers, the relevance and availability of technology labs, and the effect of using technology on learning a foreign language. The findings emphasized the significance of regularly scheduled language laboratories and the utilization of CD Roms, validating the students' beliefs that the instructor is the central facilitator of learning. A suggestion was made for follow-up research to explore how the integration of appropriate technology influences the overall learning process.

Shyamlee (2012) conducted research on the application of multi-media technologies in classroom settings, finding that such technology boosts students' learning motivation and attention by involving them in actual language learning processes. Shyamlee endorsed the implementation of multi-media technology, emphasizing its positive impact on learning and alignment with the teacher's role.

Bordbar (2010) analyzed the motivations and considerations that led language educators to integrate computer technology into the classroom. The results showed a favorable view of incorporating computers, highlighting the importance of teachers' perceptions of technology, their technological experience, skill, competence, and the cultural environment shaping attitudes toward computer technology.

### **2.4 Challenges and Barriers**

Despite these advancements, the integration of technology in language teaching faces several challenges. The issues of access and equity in different educational contexts remain significant obstacles (Warschauer & Matuchniak, 2010). Teacher preparedness is another critical concern; many educators lack the necessary training to effectively utilize these technologies (Ertmer & Ottenbreit-Leftwich, 2010). Studies also reveal resistance from some teachers due to lack of confidence or perceived relevance of technology (Bingimlas, 2009).

### **2.5 Pedagogical Implications**

The integration of technology necessitates a reevaluation of pedagogical practices. Research suggests that technology-enhanced pedagogies foster student-centered learning, collaboration, and personalized learning pathways (Pegrum et al., 2013; Li & Cummins, 2019). Blended learning approaches, combining traditional and technology-enabled methods, have been found effective in various contexts (Graham, 2013).

### **2.6 Future Directions and Gaps**

The field of technology in English language teaching continues to evolve, with emerging trends like artificial intelligence (AI) and augmented reality (AR) warranting further investigation. Current literature reveals a need for more context-specific research, considering the diverse cultural and socio-economic factors affecting technology integration (Son, 2014). Longitudinal studies examining the long-term effects of technology-enhanced language learning are also notably lacking.

The literature review has elucidated the multifaceted nature of technology's role in English language education. While technology presents opportunities for more engaging, personalized, and effective learning experiences, it also raises challenges that must be thoughtfully addressed. The integration of technology in language teaching requires a holistic consideration of cognitive, social, pedagogical, and technological aspects, guided by comprehensive research and practice. Continued research exploring specific contextual influences, technological innovations, and long-term effects would provide valuable insights for future developments in this field.

## **3. Research Methodology**

In this research, a multi-faceted approach was adopted to ensure a comprehensive understanding of the use of current technology in English language teaching in Pakistan.

### **3.1 Three Distinct Methods of the Methodology:**

#### **I- Descriptive Method and Experimental Monitoring**

This method involved a detailed description and observation of the subject matter. Experimental monitoring was used to analyze the impact of technology on the English teaching process and to develop corresponding solutions.

#### **II- Historical Methodology**

A historical analysis was conducted based on a review of elements and reasons leading to the core research topic and associated challenges. The collection, examination, and comparison of secondary data from relevant records, reports, and studies were performed to evaluate present and future developmental implications.

#### **III- Experimental Techniques**

Experimental techniques were employed to evaluate the influence of changes on fixed variables. Non-laboratory Experimental Methodology was applied to groups of volunteer students beyond the study's scope to examine technology's effects in a real-world context.

### **3.2 Data Collection**

The data collection process involved the use of surveys, interviews, and observations. Information was gathered from students, teachers, administrators, and experts in the field of English language teaching. Both quantitative and qualitative data were collected to provide a rich and diverse perspective.

### **3.3 Data Analysis**

Data were analyzed using statistical tools and thematic analysis. Quantitative data were processed through statistical software, while qualitative information was categorized into themes and patterns.

### **3.4 Ethical Considerations**

The research adhered to ethical guidelines by ensuring confidentiality and anonymity of participants, obtaining informed consent, and maintaining transparency and honesty throughout the research process.

## **4. Results and Findings**

### **4.1 Results**

The research conducted revealed several significant insights into the use of current technology in English language teaching in Pakistan. The results are detailed below:

#### **4.1.1 Effectiveness of Traditional Methods**

Traditional methods of English language instruction were shown to be less effective, with 80% to 85% of students agreeing with this finding, and 55% to 75% expressing dissatisfaction with conventional approaches.

#### **4.1.2 Engagement with Current Technology**

Students were more engaged and motivated when using current technology to learn English, with over 92% showing enthusiasm. Between 65% and 95% of students achieved high marks in their academic subjects when using modern technological tools like smart boards, laptops, and display screens.

#### **4.1.3 Student-Teacher Interaction**

Students' interaction with teachers using modern media was more than 95%, compared to less than 55% when traditional methods were used.

### **4.2 Findings**

Based on the results, the study arrived at several key findings that respond to the research objectives and questions

#### **4.2.1 Lack of Technologically Skilled Teachers**

The research revealed a shortage of English teachers proficient in technological tools in Pakistan

#### **4.2.2 Positive Impact of Modern Technologies**

Modern technologies, including sound and visual effects and tablet displays, were found to be more effective in teaching English language skills.

#### **4.2.3 Barriers to Technology Integration**

Uneven access to appropriate technologies was found to hinder language instruction, reflecting the need to evaluate the effectiveness of current technology in the hands of ESL students.

#### **4.2.4 Overall Enhancement of Learning Outcomes**

Contemporary technology was demonstrated to enhance learning outcomes, including motivation, success, and student-teacher engagement. Student self-learning, self-reliance, and efficiency of time and effort for both teacher and student improved, aligning with the fourth research objective and question.

The results and findings of the study offer a comprehensive understanding of the dynamics between technology and English language teaching in Pakistan. They reveal the advantages of integrating modern technology into the classroom while also highlighting the challenges and areas that require further attention and development. These insights contribute valuable information to the field and provide a foundation for future research and practice in English language education.

### **5. Conclusion**

The study's investigation into the use of current technology in English language teaching has revealed critical insights into the effectiveness of modern tools and methodologies in enhancing language acquisition. While traditional teaching methods were found to be less effective, the integration of contemporary technology, including smart devices, multimedia resources, and electronic approaches, significantly improved student engagement, interaction, learning outcomes, and overall educational quality.

However, the study also brought to light challenges, such as the lack of technologically skilled teachers and uneven access to suitable technologies. These hurdles underline the need for a systematic and thoughtful approach to integrating technology into English language instruction.

#### **5.1 Recommendations**

Based on the study's findings, the following recommendations are made for future research and practice:

**Expand Technological Training for Teachers:** Future research should explore effective training programs that can equip English language teachers with the necessary



technological skills. This will ensure that technology is used to its full potential in the classroom.

**Evaluate Different Technologies:** Further studies could investigate specific technologies and their impact on different aspects of English language learning. This would allow for a more nuanced understanding of what tools work best for various learning objectives.

**Examine Access and Equity:** Future research might explore how to ensure equitable access to technology for all students. Understanding the barriers to technology use and developing strategies to overcome them will be crucial.

**Long-term Impact Analysis:** Longitudinal studies could provide insights into the long-term effects of technology integration in English language teaching. Analyzing both the positive impacts and potential drawbacks over time would provide a comprehensive view.

**Develop Technology-Integrated Curriculum:** Collaborative efforts between educators, technologists, and policymakers should be encouraged to develop curricula that seamlessly integrate technology into English language education.

**Cross-cultural Studies:** Conducting similar research in different cultural and educational contexts can provide comparative insights and contribute to a global understanding of technology's role in English language education.

**Integration with Other Subjects:** Exploring how technology can be used in teaching other subjects, and how it may be combined with English language instruction, would provide a more holistic perspective.

**Effect on Teacher's Role:** Investigating how technology changes the role of the teacher in the classroom could provide valuable insights into modern pedagogical practices.

## 6.2 Final Remarks

Embracing technology in English language teaching is no longer optional; it is a necessity in today's fast-paced, technology-driven world. However, thoughtful planning, ongoing evaluation, and continuous adaptation are required to ensure that technology truly enhances education rather than merely replacing traditional methods. The insights and recommendations from this study provide a roadmap for practitioners, policymakers, and

future researchers. By building on this foundation, English language education can continue to evolve and excel, meeting the needs and expectations of 21st-century learners.

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