

Chapter 5

Incorporating Technology as a Tool Into English Language Teaching and Learning

Tribhuwan Kumar

Prince Sattam Bin Abdulaziz University, Saudi Arabia

ABSTRACT

Educators and teachers generally use a traditional approach in English language teaching. They use books, flashcards, and whiteboards to organize a lecture. However, at present times, teaching through traditional methods is not considered effective. We live in the advanced technology age, where teaching through a blended method is more practical and effective. For this reason, a teacher should be acquainted with the various technology tools to be used effectively in the classroom. The use of technology plays a significant role in English language teaching and learning (ELTL). In this paper, the authors will explore the uses of technology such as the internet, websites, electronic dictionaries, softwares and social networking technologies in English language teaching and learning.

1. INTRODUCTION

Different scholars have defined technology. Technology is a practical method used in different ways to handle specific tasks. The convention of technology does not only use tools and apparatus like computers, and it may be comprised of prearranged groups of students or humans, equipment, and the atmosphere (İşman, 2012; Alotaibi & Kumar, 2019; Benyo et al., 2022). We can use the term technology assimilation for the use of technology, and technology assimilation is defined as the use of technology to improve the educational system. Technology assimilation helps students and teachers teach and learn using computers instead of paper (Dockstader, 2008; Ali, 2022). Technology assimilation is also defined as a phase of using technology to develop human activities for different purposes (Çakmak et al., 2021).

The use of technology has considerably changed the ELTL process and makes the teaching and learning process easy and interesting for both teachers and students by providing opportunities (Patel, 2013; Khan et al., 2022). Modern technologies have played a fundamental role in the education department

DOI: 10.4018/978-1-6684-6682-7.ch005

and proved obliging for teachers and students, particularly in English language teaching and learning. The learning process is flattering and effortless day by day with the development of modern technologies. The communication process is not easy in the earlier period as presently available. The use of new technologies (such as the internet web, social media, digital media, Online dictionaries and softwares) has made the teaching and learning process so simple and successful. The globalization hurdle has been minimized for students and teachers, who can communicate using IPAD, the internet web and other social media sites and learn a lot without any complications (Sarica & Cavus, 2009; Pan et al., 2021).

Technology innovation has changed the social and educational framework of life. Several technologies are beneficial for ELTL: Web base technology, information & communication technology and educational technology (Taylor, 2001; Ahmed et al., 2022). Web-based internet technologies offer modern potential in every field of life. Still, it has a powerful impact on English language teaching and learning because English is the only language involved in globalization. Besides this, English is considered an international language for worldwide trade, and it is very important to learn English to express thoughts and use technology. The teaching and learning process can be simple, faster and successful by using technology in educational institutions to fulfil the time requirement (Edelson, 1998; Kumar, 2020; Bacha et al., 2021). It is found that computer technology builds up an effective method of learning, plays a significant role in language-fixing efforts, and generates a passion among learners to do work at their own pace, which has been proven supportive for both students and teachers (Hoven, 1999). Technology makes the ELTL process attractive and creative for students and generates interest among students to learn the English language precisely (Min, 2013; Ajmal & Kumar, 2020). Thus, it is essential to study how technology can be used to develop the ELTL process and make ELTL simple and successful.

2. RESEARCH QUESTIONS AND OBJECTIVES

Here are some research questions and objectives:

- How can we improve ELTL process?
- Which technologies are beneficial for students in the English learning process?
- Which learning skills can be improved by using technology?
- Can teachers use technology for the teaching process?
- How can we use technology to make English teaching and learning easy?

3. DISCUSSION

3.1. Technology in English Teaching

Several technologies can be used in the ELTL process and in creative learning, such as computerized learning, web-based learning, online dictionaries, software and digital media; Facebook, Skype, What's an app, E-mail, IMO and other social media sites. These technologies play fundamental roles in 4 learning skills: listening, reading, writing, and speaking. All of these skills are interrelated with each other. The use of technology is very important for the development of these English learning skills (Benyo & Kumar, 2020).

12 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/incorporating-technology-as-a-tool-into-english-language-teaching-and-learning/318201

Related Content

Effects of Diagnostic Tests on Self-Directed Language Learning Development

Helen W. M. Yeh (2022). *International Journal of Computer-Assisted Language Learning and Teaching* (pp. 1-15).

www.irma-international.org/article/effects-of-diagnostic-tests-on-self-directed-language-learning-development/291105

Technology-Enhanced Vocabulary Development through Semantic Network Development Model vs. Syntactic Structure Development Model

Javad Kia Heirati, Mehdi Azadsarvand Arash Golzari (2017). *Multiculturalism and Technology-Enhanced Language Learning* (pp. 199-213).

www.irma-international.org/chapter/technology-enhanced-vocabulary-development-through-semantic-network-development-model-vs-syntactic-structure-development-model/172871

The Removal of Target Language Captioning Supports

Aubrey Neil Leveridge (2015). *Intelligent Design of Interactive Multimedia Listening Software* (pp. 75-101).

www.irma-international.org/chapter/the-removal-of-target-language-captioning-supports/135612

Mobile Assisted Vocabulary Acquisition and Wikis to Enhance Writing Skills

Ruby Vurdien (2017). *International Journal of Computer-Assisted Language Learning and Teaching* (pp. 1-21).

www.irma-international.org/article/mobile-assisted-vocabulary-acquisition-and-wikis-to-enhance-writing-skills/188768

Online Approaches to Learning Vocabulary: Teacher-Centred or Learner-Centred?

Glenn Stockwell (2013). *Explorations of Language Teaching and Learning with Computational Assistance* (pp. 63-74).

www.irma-international.org/chapter/online-approaches-learning-vocabulary/67462