

A Content Analysis of Technology and English Language Teaching And Learning

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Abstract

Over the past few years, researchers have shown that using information and communication technology to learn is helpful. This piece of paper looks at how digitally savvy modern students are when it comes to educational technologies and how important they are when it comes to learning English through the medium that modern students are most familiar with. A review of the related literature with the only goal of figuring out the latest research trends on how innovative technology helps people learn and teach English. For this research, a quantitative content analysis method was used to measure how technology is changing the way English is taught. Fifty academic articles published between 2000 and 2018 were chosen because they were relevant, had full text available online, and were written in English.

Keywords: *Innovative Technology, Learning Environment, Literature, Conventional Classroom.*

In every part of our lives, technology keeps getting better. Most people all over the world now use technology in their daily lives because it saves them time and effort. In this way, my paper will talk about how new technologies are used in teaching and education and how that affects learning English. It will also talk about how technology tools help people learn in schools and how much teachers and students are involved. The main point of this article is to measure how recent trends in teaching English as a second language are affected by new and innovative technologies. Connectivism is a theory of learning that was made by Stephen Downs and George Siemens. It says that technology and the internet have given learners new ways to share and study educational and learning information with each other and with people all over the world. A network is a way for people to share their knowledge and new, scholarly ideas, which will eventually lead to cultural and social growth and prosperity. In the past few years, a lot of work has gone into combining technological improvements with help for learning.

These technologies have not only changed the field of education, but they have also changed the way we think about what makes a good place to learn. Not only that, but

technology has had a huge effect on everything. Technology now assumes a vital place in current human societal developments. Technology is a must-have for making teaching and learning easier. Students who are learning English as a second language will need to hear, speak, read, and write a lot to get better and gain more experience. Technology makes it easier to learn how to say words, speak a language well, and get better at what you do.

The objective is not technology per se, but rather that everyone understands that using technology is a constant process that calls for patience, commitment, and focus on their part. Users must therefore be aware of the advantages and disadvantages of adopting technology to aid in their learning. Researchers currently believe that only the combination of teachers and technology will result in excellent learning success because of how significantly teachers and technology play a part in teaching and learning. The comparison of the most recent research studies on this subject conducted in various nations is the main objective of this trends essay on technology and teaching English. The measurements of these trends were done on purpose to demonstrate the global trend toward

the use of technology as a teaching instrument for a more learner-centered, motivating, and effective education.

The study is crucial because technology and education are both evolving, and we must keep current to benefit from these changes in our culture and educational institutions. The gap between how knowledge is disseminated and how it is used in the educational system is narrowed through the use of technology in education. This study's significance stems from its objective, which is to encourage schools, including those in Libya, my home country, and other nations, to adopt newer, more communicative teaching strategies. It is hoped that the findings of this quantitative study design will persuade traditional educational institutions to implement cutting-edge teaching strategies. From a theoretical standpoint, according to Vygotsky, technology has a lot of potential to open up a lot of potential dynamic zones of proximal growth and to assist students in learning in a lot of innovative ways. Ells are one or more steps away from being relegated to the back of the classroom to sit quietly and not participate when technology is used in innovative, student-centered ways.

Literature Review

Many academics have written extensively about how technology aids in the teaching and learning of the English language over the years. While the modern library and the pencil were introduced in the 1600s, the advent of chalk and slates, the calculating machine, and the typewriter occurred during the technological revolution of the 1800s. The global south continues to employ slates and chalk today. At the turn of the 20th century, the internet and interactive whiteboard had replaced the projectors, radios, mimeographs, slide rules, videotapes, photocopiers, and computers of the 19th century. On the other side, the twenty-first century has social media, smart phones, and 3D technologies. The period of globalisation that began in the twenty-first century makes learning a foreign language crucial. The majority of technological and scientific advancements have been made in English, which also dominates economies, administration, literary production, and mainstream entertainment. His research suggests that by the year 2000, there will be one billion English learners, and that number will quadruple ten years later. Teaching the English language has been around for a while, and its

importance is only growing. In nations like Nigeria and India, English is regarded as the first language because of how frequently it is used and how far it has come. It is the second language in other places. Teaching English as a second language has always included use of technology.

Several institutions have employed laboratories to teach and learn the English language during the past few decades. Each lab contained a radio cassette player, a set of headphones, and a microphone. Although these laboratories are a positive move, the majority of students said the procedure was tedious and time-consuming.

In a conventional classroom, the teacher is the only source of knowledge, hence it is his responsibility to impart the necessary knowledge to his students. The pupils report back to the teacher to demonstrate their understanding. The environment in a modern classroom has changed significantly from the past. Lessons today are more student-driven and multidimensional, with information coming from many different directions, making it difficult for teachers to manage their classes. In addition to teaching kids how to use computers, teachers must also educate them how to multitask—that is, look for knowledge in books and periodicals, observe, watch films, and so on.

Media have traditionally played a role in English language instruction. Books, newspapers, television, and radio are examples of media that provide teachers and students with useful and innovative ideas. It might be difficult to choose the appropriate media to use in a specific class, but when done well, it not only inspires, motivates, and makes learning fascinating and fun, but almost no one is left unaffected. Many studies have been done to demonstrate the integration of media into classrooms, for example, by looking at how frequently media is utilised in classes.

Technology in Education

Since the days of the blackboard and radio, technologies have been used in language teaching and learning for ages. Despite having limited technological knowledge many teachers have been found to have a positive attitude toward technology. This attitude, it is believed, is sufficient to begin implementing technology in the classroom. However, the majority of teachers favour using it at the lowest level and for private purposes. For various language learning circumstances, different teaching

methodologies are used. Some approaches work well for business English, while others work well for distance learning and are tested for interpreting, listening, and reading. Teachers today face responsibilities and difficulties. The use of modern technologies has undoubtedly changed the way that English is taught. Technology does indeed offer a wide range of options for enhancing the effectiveness and interest of instruction. It has significant linguistic and social ramifications.

Factors influencing technology use, To begin with, teachers must have computer literacy before they can consider incorporating cutting-edge technology into the classroom. Despite the fact that our curriculum includes computer courses, it is insufficient. Courses that teach students how to use the internet and computers in the classroom should receive more attention. The most significant obstacles to integrating technology into English lessons are the limited resources, the teacher's knowledge, attitudes, and dispositions toward ICT, as well as the kinds of applications and software that are available. The majority of instructors who teach English as a second language are underprepared, using outdated textbooks that are difficult for even native speakers, and the majority of students simply learn the language to pass tests rather than to utilise it outside of the classroom. Most teachers use ICT either because the institution requires them to, because there are a lot of ICT resources available, or because they have strong ICT abilities. He continued by saying that teachers do not want to use technology because they either lack ICT skills, do not have enough staff, do not have enough devices, do not have enough time, or do not have enough money. In any event, according to Davis (2000), schools are making adjustments to meet both the society's demands for technology and the growing demand for resources.

Quantitative content analysis was used to identify the trends in research work produced by researchers, trace the impact of cutting-edge technology towards learning the English language, and lay the groundwork for future study.

The results of this survey showed that there has been an increase in the last three years in the use of technology in English language teaching and learning. This demonstrates the widespread trend toward technology integration in educational institutions around the world. The

patterns show that technology-enhanced learning is becoming more prevalent in contemporary society. Both conventional and modern classrooms are typically designed to provide space for an effective and efficient teaching and learning process.

Strong technological capabilities can give users a lot of possibilities for teaching and learning, particularly in the field of languages. Nowadays, using technology to study a second language has become essential. Because traditional technologies are regarded as theoretical, uninteresting, slow, and teacher-centered, new technology is even more crucial. Even though every researcher acknowledged that technology has greatly aided English instruction, there are costs involved.

We think that technological innovation in teaching English will continue to be more fully embraced, and we think that student-centered teaching approaches will be used throughout the learning process. Less time-consuming results in greater communication proficiency. Technology shouldn't be used by instructors and students only for the sake of using it.

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