

Technology Integration and English Language Instruction for Education

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Abstract:

Technological applications in education are altering how we collect information, conduct research, and share data with others. New computerized tools are changing the education community and how we pass knowledge to students. With these new tools, technology is being integrated into the classroom at larger scales every year. With more electronic resources available for teachers, new teaching methodologies are being used to improve EFL and ESL learners. The objectives of this academic paper are to acknowledge the significance of technological applications for teachers and language skill development in learners, to discuss the process of integration of these new technologies into the classroom, and review possible problems with the introduction of these new tools into the English classroom with regards to listening, Reading, Writing, and speaking. Throughout this paper, the term technological education and integration has been defined. An explanation of the use of technology is given. Previous studies and research on the use of Technologies in order to improve language learning skills in the classroom have been reviewed and discussed. Positive ways these Technologies can be used to assist students improve their English language skills are also suggested.

Keywords: *Technology Integration, Instruction, English Language Skills, Benefits*

1. Introduction

Using technology in the classroom today has become useful not only in Thailand but also around the world. All over the world schools, governments, education boards, scholars, school administrators, and parents are becoming more aware of the usefulness of technology for a Learners education. The 21st century, the era of modern information technology in nearly all aspects of our everyday lives. Now, technology has evolved significantly in recent years (Walker, 2015). With all the different kinds of Technologies and how easy it is to access them, it is now easier than ever for teachers to use this technology as in education 4.0. Moreover, teachers have always had the technology to use in the classroom. Technology has always been a useful resource for educators to help their learners (Ammade, Mahmud, Jabu, & Tamir, 2018). New technology challenges teachers to keep up with new trends. Traditional teaching has been remarkably changed with new and Innovative technology.

Exciting improvements and engaging tools give teachers more options to interest their students (Shyamleel & Phil, 2012). It can be said that technology pushes social and linguistic change. With the spread and development of English around the world, teaching and learning the English language seems to be very important for all learners. Each year the number of English learners is growing and new and creative teaching methods are being created. Educators, in the past, have employed the use of authentic materials such as movies radio and TV. These previously used authentic materials have proven themselves to be effective. Currently, there is one method which uses multimedia in English language teaching (ELT) which gives context to English learners. Multimedia can help learners engage and learn the material through their own interests. This idea has been tested and is accepted in English education 4.0.

The integration of Technology usually results in positive results in the ELT classroom (Tinio, 2016). Teachers still have the option not to use multimedia or technology in their own classroom. The ability of teaching can be improved, and Learners learning can increase. Considering the grilling needs on technology use for teaching, this paper will focus on describing some facts taken from research results around the world on factors affecting technology integration in English language instruction in education 4.0 and kinds of Technology tools used for teaching. The analysis will thus provide a road map for instructors to take advantage of Technology in their classroom to improve Learners outcomes.

2. The Application of Technology in English Language Instruction

Currently, English language teachers use a variety of multimedia tools to teach. Audio CD's cartoons and Interactive software create exciting ways for students to engage with their English lessons. Technology is shaping communication and motivating growth in our students. (Shyamleel, & Phil, 2012). The use of technological tools depends on the availability of technological devices. Currently, we are observing how English language teaching is being changed by technology. In order for English language teaching to evolve those in charge of

planning and setting the English curriculum must consider how we can use technology in new ways. (Al- Mohammadi & Derbel, 2014).

According to Pourhosein Gilakjani (2017), Technology integration is the act of teachers using technology to complete activities which traditionally we're done without technology and doing so in a manner that is more effective. Teachers should find ways to use technology in order to support their curriculum and enable the students to truly use technology in their own learning with regards to Reading, Writing, listening, and speaking. Raihan & Lock (2012) claim that a properly set up learning environment will support students' ability to learn for themselves. Using technology is more likely to be successful than a traditional lectured lesson. Instructors need to find ways to use this technology in order to better help their learners. It is a teacher's responsibility to understand how to use education technology even if they don't have prior knowledge.

Moreover, Parvin & Salam (2015) Say that technology can enable learners to become more exposed to a target language in a real and engaging way. Students need to have opportunities to use language in a social platform in order to practice real-life language skills. Another study has been conducted by Alsaleem (2014) with software called WhatsApp. This software involved English dialogue journals which helped students improve their writing vocabulary word choice and speaking skills. That study showed that what's app improved the participants previously mentioned skills. In the same way, Godzicki, Krofel, and Michaels (2013) carry out research on student engagement and motivation. That study proved that students felt more interested when technology and multimedia were used in their classroom.

Teaching methodologies have changed with technology in the classroom. It creates many new and interesting ways of delivering information to students. Arifah (2014) sound that using the internet in the classroom has a profound effect on students' motivation. English became more meaningful for Learners when computers and the internet were used in the classroom. Higher order thinking skills have been shown to improve with the use of Technology while learning. Each year new social media applications are improved upon or created which give our learners more options and tools to practice and learn English. Thorne (2016) called these new Innovations "the Wilds" where students have many opportunities to engage socially with others in English or another target language. With the use of popular social media applications, students can be drawn in towards English learning lessons.

In English instruction, in my point of view, using multimedia and computers has always been in a critical aspect of learning and teaching English. Teachers should take advantage of technology in the classroom in order to truly engage learners. Technology can be a key factor for a student's engagement in the classroom and the kinds of methods a teacher uses. By ignoring new technology teachers will fall behind in possible new teaching methodologies. It is valuable for all Educators to understand how useful technology can be in a classroom. Language teachers should constantly try to stay up to date with the newest Technologies available in order to ensure the best results from their students. Actively learning, cooperatively based learning, and critical

thinking all can be achieved through the proper use of technology in the classroom. As Gunuc & Kuzu (2014) Points out, Teachers need to be aware of their Learners needs when integrating technology into the classroom.

For the above-mentioned, in my perspective, it is necessary to use some common technological appliances to support teaching and learning. At this point, the educator needs to understand the socio-cultural structures of their learners in each class, their qualifications, economic levels, technology ownership, which technological appliances they prefer to use and their perceptions, attitudes, and beliefs about technology. Hence, at the beginning of the teaching. according to these data, it is possible to plan more effectively which teaching appliances and Concepts will be used. Quality language learning has a higher chance of occurring with students with an appropriate course and appropriate method and appropriate technology.

3. The Integration of Technology to English Language Skills

English language teachers have a plethora of multimedia and technological tools to use in their classroom. Technology has made it easier for students of all walks of life to access higher education. The use of Technology integration is becoming more widespread with Educators and learners. New teaching models and patterns are being created much more easily because of this technology integration spread. Technology has taken on a key role in language learning. There are many benefits to creating context through technology integration. Parvin & Salam (2015) insist that Individual knowledge and context are created much more easily with the use of Technology in the classroom for language learners. As in my experience, meaningful social experiences can give way to exposure to real-life communication. Projects and meaningful activities can enable students to meaningfully use social Technologies in order to promote individual knowledge and context. At the point of use of technological Tools in foreign language education, there are some problems with pedagogical approaches and integration. In this context, methods and approaches should be developed in which technology can be used more effectively because technology integration requires updating the teaching method and classroom management. For instance, computers, Internet, Tablet PCs, and smartphones are also important. For these reasons, these Technologies should be integrated into the classes as much as possible, in my opinion. It is especially important for the teacher to integrate these Technologies in order to achieve the following language skills.

3.1. Reading Skill

There are many technological appliances that can be adopted to develop reading practice in the English classroom. Gustad (2014) claims that integrating technology into an English reading lesson supports students' motivation towards reading. At this point, I will recommend electronic reading (e-Reading) as a digital tool to develop reading skills and instruction. Hardware and software programs which use digital text for students to read Defines what E-Reading is. Some of the hardware which could be used include desktop computers, tablets, and smartphones. Smartphone applications and computer programs which enable the reader to interact with text

can be included in possible software used for E-Reading programs. Non-educational software can be counted as components for these E-Reading programs. Also, some of the software could be used for non-reading purposes (Korat, 2010). Currently, teachers and administrators are in uncharted waters with technology in their classrooms. A lot of untested hardware and software are being used in the English language classroom (Biancarosa & Griffiths, 2012).

According to Biancarosa & Griffiths (2012), Technological advances like the e-Reading program will increase the possibility that students of all social backgrounds will have access to effective education. This will help Learners build their knowledge and support in their reading. Additionally, Huang's (2013) research on reading e-books in a foreign language setting shows that Students perceive that the e-book reading project had positive effects on their content learning, reading ability, and English learning. In accordance with the study of Anderson (2012), e-reading programs and e-reader use increased the frequency of student's independent reading and the number of books read both in and out of school. The e-readers not only enhance students' access to numerous e-books, but also provided opportunities for them to reread the prior text, to continue reading news text, or to choose different text. Other factors contributing to students increase reading volume included the absence of distractions made by the wrestling of papers during independent reading in class and the ease of holding the e-readers. The influence of e-reading program uses on the volume and frequency of ESL or EFL students reading will motivate students' self-directed learning.

3.2. Writing Skill

Technological language-learning is one method for encouraging students to learn in school and at home. Integrating technology in the education system, such as the internet, enhances and improves students overall writing abilities. In this paper I will present you a technological Appliance for you to teach students; electronic writing (e-writing). E-writing in this paper can be defined as writing techniques which must be employed while using a variety of social network applications such as Yahoo, Gmail, Hotmail, Facebook, Twitter, and WhatsApp. All of these social networking applications can be considered tools which English language learners can use to increase their motivation in writing (Nomass, 2013). A study by Peregoy and Boyle (2012) shows that using social media Technologies can enhance and accelerate a learner's writing and reading skills because of how easy and familiar they are to use.

Another study conducted by Alsaleem (2014) which used the social media application WhatsApp showed that the use of this application correlated with improvements in Word choice, vocabulary, and writing skills. In addition, Lin & Yang (2011) confirm that learners writing skills can be improved with the use of Wiki technology. In that study, learners joined a wiki page where they could create passages and then review passages their peers created. The reviews they received were considered beneficial to the users. As we can see, there are various kinds of technology that can be used for teaching especially writing. Social media, WhatsApp, mobile learning, websites, blogging, and learning software are some of the technology tools to use for teaching in general. They are good to be applied in supporting teaching.

Moreover, they can support the active learning of the students. This kind of technology-based approach used by teachers is more effective than a traditional lecture-based approach. Therefore, educators must try to discover electronic ways for their learners to share and express themselves in English. In order to transform traditional teaching methods, Learners and teachers need to be open-minded to new technology-based learning methods. Educators need to more proactively search and research new technological tools to use in their language classrooms.

3.3. Listening Skill

One of the basic skills in the English language is the listening skill. The listening skill involves understanding the accent, pronunciations, intonation, meaning of words and the meaning of speaking. Multimedia technology such as audio, video, and animation are becoming commonplace and becoming a potential tool for listening. In my point of view, listening skill plays a vital role in language acquisition. Moreover, there are three categories in which listening skills represent. Passive listening, which is when a learner engages in fun or self-sought out entertainment. Active listening, when a learner is involved in listening in which they intend to remember or memorize information. Critical listening, when a learner engages in listening in order to give an opinion or make a judgment of their peers' language.

As for students listening skills, it is critical that multimedia is integrated into English classrooms. Multimedia technology such as audio, video, and animation are becoming commonplace and becoming a potential tool for listening. Media tools, such as radio and TV programs (Nomass 2013), increase students listening skills and increase self-confidence in terms of listening and also increase using media when it is not always possible to reach native speakers or teachers. Currently, students have a wide variety of multimedia to expose themselves and practice their listening skills in a target language. Therefore, teachers should take advantage of this wide range of multimedia in order to expose their students to real and meaningful content in order to practice their listening skills.

3.4. Speaking skill

The speaking skill is a necessary skill which students need to master in order to become successful language users. Language Educators have always had a large focus in the speaking skill when teaching their students especially with ESL or EFL students (Bahadirfar & Omidivar, 2014). Communication laboratory is a type of Technology which can be used to increase a student's speaking skill. The program works by requiring a student to speak again and again in order to play a game which engages them and draws them in to continue playing until they have mastered the game. Headphones are also used in order to keep students focused and encourage them to continue to play the game. When I have a listening class, I use this software and design the lesson for the Learners. It is useful for Learners to practice.

However, there are many kinds of multimedia technology used in the classroom such as speech recognition software, internet, podcasting, and so on. These are very beneficial for instructors to apply in the classroom. A study by Bachate (2016) insists that language Laboratories are

influencing students' communication skills and speaking skills positively. With the help of software such as Internet voice chat and speech synthesis programs, ESL students can work on speaking. In the same results, Sun, Yun, Shen, and Luo (2017) claimed that social networking systems have improved the speaking skills of ESL learners. A study by Hwang, Shadiey, Hsu, Huang, and Lin (2016) Also insist that web-based storytelling enhances student motivation, promotes creativity and Imagination, and provide students with more opportunities to practice speaking. These results show that technology can stimulate the playfulness of learners.

Teaching listening nowadays should focus on using technology. As in my experience, the use of Technology should enhance all English skills especially listening skills. To improve the teaching of listening, the instructors must encourage the students to develop their confidence in their ability to deal with listening problems. In my opinion, listening materials, technological devices, and activities provide authentic materials because the final aim of listening classes is to understand natural speech in real life. Electronic hardware and software could be the most useful tool for language learners. Many positive effects have been shown with the use of technology in the classroom. Students have shown to better retain information and knowledge while using technology in their language lessons. Students have a greater chance of learning from each other while using social media applications in a target language. It would be a great benefit the students started to use more technology tools in their English education. Finding relevant Technologies and software which can be related to their curriculum, educators should find ways to use these Technologies in order to increase autonomous learning in their students.

4. Suggestions for the effective integration of Technology

In this part of the research, the importance of using technology in classrooms will be made apparent. With the ease and speed of the accessibility to the internet and other social media, platforms technology can help Learners and teachers delve deeper into course curriculum. All manner of Educational Systems can apply technology into their course syllabus in order to promote an understanding of the desired material which needs to be taught. Advances in technology have assisted Learners in deciding what career or occupation they would like to pursue. Therefore, the integration of Technology assists instructors to choose the technology which creates more motivating and engaging classes. Additionally, educators will have more chances to promote exciting learning in their language classrooms.

Good teaching, especially when it involves the use of evolving Technologies, requires good advice. Some suggestions were given to Educators in order to help them raise their own abilities in applying technology into their classroom. There are a variety of studies which provide effective ways to integrate technological appliances into classroom teaching and learning (Moeller & Reitze's, 2011; Clarke & Zagarell, 2012; Bielefeldt, 2012; Hicks, 2011; Fullan, 2013).

1. It is important that Educators have access to tools and networks which give them new ideas on how to use technology in their lessons.

2. Schools and educational institutions should constantly update their own Hardware in the classroom in order to better use new technology for education.
3. Learners should have access to the tools they need in order to take advantage of technology-based learning.
4. Instructors' attitude regarding technology must be positive.
5. Instructors always select an appropriate effective technological device to promote student-centered method.
6. Technology technicians have to assist the instructors whenever problems arise which impede the success of using technology in the classroom, and guidelines of how to use the software correctly.
7. Instructors need continual consistent training in order to develop their teaching materials and technological application.
8. Technology should be taken very seriously by educational institutions and schools.

Like the aforementioned, two positively integrate technology into teaching and learning environments, instructors and students should find ways to use current technology in a sustainable way, in my view. It is clear and obvious that the overall goal of using technology in the classroom is to promote motivation and engage students in meaningful ways which will spark an interest in the learner own language learning. The use of Technology while learning a second language is quite effective. The use of technology in the classroom is changing students' ideas of what education is and promoting autonomous learning. New hardware and devices are very appealing to learners and can draw them into their language lessons. Furthermore, autonomous learning can be greatly promoted with the use of Technology.

The integration of technological devices is applied to language instruction pause. There are many benefits for both instructors and learners. In order to take advantage of technology in the classroom teachers need to actively pursue technology integration. However, some studies might disagree that there are some problems with integrating technology in the classroom (Hsu, 2010; Gunuc, 2017; Inan, & Lowther, 2010). For instance, managing a classroom in which technology integration has occurred can be difficult to control for instructors. Controlling the activities of students, as well as monitoring the work that they complete using computers and other technology can require a great deal of time and effort for teachers. They take time to prepare English multimedia materials as well as integrate technology in lessons. Another issue for instructors is not having enough knowledge and experience of applying a necessity that needs to be updated in classrooms. These might be a few problems for using technological devices in language teaching and learning. Technology can lead to motivation and attention as well as loss of time and classroom management. This should serve as a reminder of the Importance of effectively integrating technology into the English language classroom.

5. Summary

Since the creation of Thailand 4.0, technology has become a huge part of the language learning process throughout the world on many different levels. Education 4.0 at this point means the

Establishment of a plan which promotes autonomous learning in the careers and lives of the public in a way that betters our own Society. It is clear that the role of technology in the classroom plays an important part in this future. Hence, each year technology is being used more and more in schools and education systems. The applications in Reading, Writing, listening, and speaking are very positive. There are many advantages to introducing technology into schools and education systems. Technology is enabling students to feel better connected to curriculum and goals which teachers present by allowing students to engage with a target language on a familiar platform.

Theories and real data in the use of technology should be combined in order to encourage the development of language learning students. I also assert that the use of multimedia in the classroom can help create better teaching methods. Technology not only enables students to have a better understanding of materials learned in school but also and chance to find more information on their own of the desired topic. When technology-based activities are centered on learners own interest motivation and engagement are increased in the learners. Technology enables teachers to create lessons which have a relatable context to their learners regardless of their language ability. With technology integration, instructors can be more engaging and efficient in their lessons. Lastly, technology can be effectively used in the English language classroom as long as the instructors apply the appropriate integration.

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