

FRINGE BENEFITS OF DIGITAL TECHNOLOGY IN LEARNING AND TEACHING SPEAKING AND LISTENING ENGLISH

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ABSTRACT

This Paper enlightens on the area how children gaining the skills they will need for their future education and careers are growing up in a supportive digital environment. Here are some great tech-based English-practice activities you can do with your youngster. Children have numerous possibilities to practice their English thanks to digital technologies. Teachers claim that the usage of technology significantly affects students' learning of a second language. Positive feedback is more prevalent, despite some professors displaying detrimental effects of contemporary technologies on grabbing students' attention. Teachers gave examples of how using technology into teaching and learning promotes students' interest in learning second language. The use of Digital Technology which makes easy in teaching and learning the targeted language. The English language teachers are facing many challenges to make the English class more interesting to the students. Most of the teachers have very low level of knowledge in the usage of ICT. It is a good opportunity to both teachers and students in exploring their level of understanding of Digital Technology. Both are equally beneficial of modern technologies rather than choosing repeated traditional methods in teaching and learning process.

KEYWORDS: Digital Technology, Second Language, Target Language, ICT, Challenges, Traditional Methods, Challenges.

Language teaching has benefited greatly from the use of digital tools, which A.W. Bates refers to in his 2005 book *Technology, ELearning and Distance Education* as "Technical Cultural Artefacts." Essential abilities might change from one field to another or rely on the individual. They undoubtedly need to be reenergized to improve their abilities, such as qualities a positive attitude toward teamwork, self-management, and problem-solving (Mishra, 2020). These technological aids make up a significant portion of the widely recognised field of computer assisted CALL, or language learning, is crucial to teaching English as a second language. Briefly, ELT M. provided a helpful definition of CALL in the late 20th century. Levy claims in his 1997 book *Computer-Assisted Language Learning* that it is M. Warschauer and D. Healey divided the history of CALL into three categories in *Language Teaching* (1998).

- CALL behavior in the 1960s and 1970s was built on repetition of words. Drills and practice Automatic Teaching Operations Using Programmed Logic, in a nutshell, PLATO is a unique piece of hardware. It covers thorough drills and grammar. Exercises in practice and translation are given at various times throughout the day.

- The Communicative CALL stage, which took place in the late 1970s and early 1980s, The computer is seen as a trigger for communication between people in this sort the teacher and students in the class were all enrolled, original speech is promoted among the youngsters.

The third stage consists of Integrative CALL using computers and the Internet

Use for teaching and learning activities in the school setting. Here, the various digital Technologies converge to provide an effective and practical tool for teaching the speech to pupils and beginning to learn for the teacher. It highlights the language used in real-world social settings. Internet has made it possible to trusted resource and a genuine setting where students can interact among the local speakers. They now have quick access to information as a result, pertaining to language, vocabulary, pronunciation of words, knowledge, etc. Due to the fact that English is among the most widely "acquired" second languages worldwide, this gives various applications of information and communication technologies.

It is possible to employ ICT can be used to facilitate overall teaching and learning of the English language in a setting where no one speaks English. The piece also looks at several creative strategies that are used to encourage language growth and build communication. In

order to meet the demands of the new generation of students who are exposed to internationalization and the various forms of digital technologies.

In his 2004 book *Mega for a Digital Age*, Stuart Selber recognizes the significance of using digital technology both inside and outside of the classroom since it empowers students to take an active part in their education and turns teachers into co-learners. It also fosters imagination and saves time and labor. It fosters the growth of fresh, creative concepts and fresh knowledge. Possibilities for the kids. All pupils can use it regardless of their understanding or skill levels.

Various applications of digital technology are possible in the instruction of the English speech, including

Learning, including the following:

- Gathering linguistic knowledge
- Having contact with the target language
- Developing reading abilities
- Developing listening abilities
- enhancing and strengthening writing abilities
- Uploading of resources and student work on various activities
- Interacting and exchanging ideas with speakers of various languages.
- Utilizing various learning leadership systems to facilitate learning
- Using online dictionaries, vocabulary journals, etc.

The English language is compatible with a wide variety of digital technologies.

Teaching-learning

Science Use in the English Language Class

Technology is a useful tool for students. The usage of technology by students in the learning process is essential. To promote the true the use devices in the classroom language skills, trainers should serve as a model for their students in how to use technology to assist the curriculum (Costley, 2014; Murphy, DePasquale, & McNamara, 2003). Technology can promote student cooperation. One of the key tools for learning is cooperation. Students produce assignments cooperatively with one another and gain knowledge from one another by reading the work of their peers (Keser, Huseyin, & Ozdamli, 2011).

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According to Bennett, Culp, Honey, Tally, and Spielvogel (2000), the usage of digital technology enhances both the teaching and learning of students in the classroom. The usage of computer technology by instructors aids in meeting the academic needs of their learners. According to Bransford, Brown, and Cocking (2000), using computer technology helps teachers. Enabling students to create local and global communities that expand their social networks chances for their education. They went on to say that the benefits of computer technology depend on how teachers employ it in their different languages; it does not come naturally. Susikaran (2013) asserts that in addition to teaching strategies, fundamental changes have occurred in classrooms, because teaching English successfully cannot be done with chalk and conversation alone. & Raihan According to Lock (2012), a well-in a structured classroom environment, students learn how to learn efficiently.

Technology Lectures are less effective than enriched learning environments based course. Teachers should learn how to use technology as a helpful teaching tool for their students. Despite not having studied technology and being unable to operate it like a computer expert, learners. The use of technology has fundamentally altered how English is taught. There are numerous options for improving the quality and effectiveness of instruction (Patel, 2013). Traditional classrooms have lecturing professors who stand in front of the students. Instruction and explanation are provided utilizing a whiteboard or blackboard. These techniques must change in terms of technological development. Utilizing multimedia texts in a class helps students become comfortable with language structures and vocabulary. Application to improve students' language skills, audiovisual also takes use of print books, movies, and the internet. Knowledge. Utilizing print, video, and the internet allows students to gather information and provides them with many tools for context and linguistic analysis and interpretation (2014)

Arifah Pourhosein Gilakjani (2014) and Dawson, Cavanaugh, and Ritzhaupt (2008) argued that employing, Technology can foster a learning environment where the student is prioritized over the teacher, which leads to beneficial results. They underlined that by utilizing computer technology, language classes may become engaging environments with meaningful tasks where students take ownership of their education. The use of computer technology, according to Drayton, Falk, Stroud, Hobbs, and Hammer man (2010), implies a genuine learning opportunity that strengthens learners' responsibilities.

Technology supports independent learning and the development of ethical habits in students. Learners have consciousness thanks to their independent use of technology.

The use of the World Wide Web, in accordance with Arifah (2014), boosts students' motivation. The usage of films in the classroom encourages students to engage with the material and expand their knowledge. When technology is employed in the process, learners can get useful knowledge. Learning with technology helps students build their higher order thinking abilities. It may be stated that a successful integration of multimedia and instructional techniques is crucial for drawing students' interest in learning the English language.

Previous research on how technology can help language learners

The benefits of utilizing technology in English language teaching and learning have been the subject of some studies. According to Hennessy (2005), the usage of ICT serves as a catalyst for inspiring teachers and students to approach their work in novel ways. The researcher recognised that teachers feel they should encourage and support their students' independent thought and action as they become more autonomous. The use of computer-assisted language learning (CALL) modifies students' attitudes about learning and boosts their self-confidence (Lee, 2001). ICTs (information and communication technologies) can help in teaching and learning in several ways. First, learners take an active part, which can aid in their memory retention. Following conversations incorporate more information where students are concerned.

can increase their independence. Finally, students' language learning powers can improve as a result of their ability to process new learner-based educational materials (Costley, 2014; Tutkun, 2011).

The shift from teacher-centered to learner-centered methodologies is a result of the usage of technology.

Teachers should act as guides and organizers for their students' learning, and this transformation will help students learn more (Riasati, Allahyar, & Tan, 2012). According to Gillespie (2006), utilising technology fosters greater student cooperation in educational work. It helps kids learn new things and interact with resources like videos.

Two alternative perspectives on how to incorporate technology into the classroom are presented by Warschauer (2000a). First, the cognitive approach offers students the chance to

substantially enhance their exposure to the language and create their own knowledge. The social method also requires that learners be provided chances to practise real-world skills in authentic social settings. The participation of learners in practical activities will help achieve this goal.

Computer-based communication is a beneficial tool for language learning, according to Eaton (2010).

Compared to in-person discussions, computer-assisted discussions had more equitable participation. Zhao (2013) backed with the aforementioned viewpoint and asserted that successful language acquisition depends on having access to authentic materials in the target language.

Due to its quick access, technology, according to Rodinadze and Zarbazoa (2012), aids teachers and students in understanding the course materials. Technology advancements are essential for educating students to apply what they learn in any area to find their position in this competitive world.

Advice on the Effective Integration of Technology

The study offers the following suggestions for language learners looking to advance their technological language skills:

- Teachers should put into practise a technology plan that takes integration tactics as well as
- Purchases are made. (Leong, Hairul, & Pourhossein Gilakjani, 2013).
- In order to ensure learners' learning, professional growth should be especially taken into account and to alter the perspectives of educators who are unaware of the benefits that technology offers.
- The curricular standards must be tightly correlated with the technological plan. Teachers ought to when incorporating technologies in the classroom, be aware of the most effective educational classroom strategy (Pourhossein Gilakjani, Leong, & Hairul, 2013). (Pourhossein Gilakjani, Leong, & Hairul, 2013)
- The use of computer technology in learning activities is essential.
- The use of technology by language learners should be encouraged by language teachers' skills.

- It is important to consider technology as an integral part of university teaching and learning activities.
- Technology experts should provide greater assistance to teachers who use technology in the classroom in English.
- Teachers should set an example for their students when using technology.
- Technology-integrated lesson plans should be developed by teachers. Instead of only discussing technological difficulties, these materials ought to focus on teaching and learning.
- Teachers should consider how technology might assist them in moving away from teacher-centered instruction and toward learner-centered instruction.
- Teachers need to understand their responsibilities as mentors and facilitators of their students' learning (Molaei & Riasati, 2013; Pourhossein Gilakjani, & Sabouri, 2017).
- Enough support and technical help should be given to teachers in order to make technology integration easier.
- Teachers should receive training so they can use and teach it properly.
- Teachers should seek advice from their peers who can assist them in employing technology to improve instruction.
- One of the key resources for language learning is technology, which aids students in honing their language acquisition abilities.
- Teachers ought to motivate their students to use technology to improve their language skills.

Conclusion

The researcher reviewed a few significant concerns relating to the use of technology in language acquisition in this work. According to the literature evaluation, the use of technology resources cannot ensure that students will learn what they are taught. Teachers need to be persuaded of the benefits and value of technology in enhancing student learning. This indicates that in order to incorporate technology into language education, teachers require assistance and training. The review found that, when applied properly, technology has a lot of benefits for both teachers and students.

It is a resource that may be used by students since it enables them to find solutions to their learning challenges and ways to apply what they have learned in meaningful and efficient ways. In addition, the review of the research revealed that the use of technologies is crucial for language learning at the student's own speed, aids in self-understanding, does not preclude interaction with the teacher, and boosts motivation in students for successful language acquisition. The research also argued that students should use technology to improve their language abilities since it fosters students' creativity and gives them engaging, fun, and stimulating alternatives to language education. In conclusion, the results of this literature review, technology fosters interaction between teachers and students, offers understandable input and output, aids in the development of critical thinking skills, makes learning and teaching more student-centered, encourages students' autonomy and boosts their self-confidence, and increases students' motivation to successfully learn a foreign language.

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