

Integration of Technological Tools in English Literature Pedagogy: Enhancing the Teaching-Learning Experience

Ihsan Ahmed^{1*}, Abdul Ghafoor², Sri Wahyuni³

^{1,3}Universitas Negeri Semarang, Semarang, Indonesia

²Air University, Islamabad, Pakistan

*Correspondence Author Email: ihsanahmedlaghari@gmail.com

Abstrak: Teknologi digital telah mengubah pedagogi Bahasa dan Sastra Inggris. Penggunaan teknologi digital dalam pedagogi Sastra Inggris merupakan kemajuan signifikan dalam pembelajaran Sastra dan Bahasa, yang secara signifikan meningkatkan proses pengajaran dan pembelajaran. Teknologi membantu siswa belajar lebih efektif, yang membantu para pendidik meningkatkan pengajaran mereka. Metode ini terus berkembang untuk membantu guru memperoleh bahasa lebih cepat bagi siswa mereka. Guru memilih sistem pengajaran berbasis perangkat lunak yang meningkatkan interaksi positif siswa dengan instruktur mereka dan mendorong penguasaan bahasa Inggris secara menyeluruh. Penelitian ini bertujuan untuk mengeksplorasi integrasi perangkat teknologi digital dalam pengajaran Sastra dan Bahasa Inggris dan mendukung berbagai metode untuk mendorong pengajaran sebaik mungkin. Penelitian ini juga menyelidiki berbagai aspek pengajaran dan sumber daya teknologi yang memberi para pendidik akses ke perangkat canggih untuk pengajaran yang efektif dan berkualitas tinggi. Untuk penelitian ini, metode kualitatif eksplanatif dipilih (Creswell & Poth, 2018). Untuk survei literatur, deskripsi linguistik dan tradisional tentang teknologi, dan analisis menyeluruh tentang relevansinya dengan teknik pengajaran yang digunakan saat ini telah dilakukan. Temuan ini menjawab tantangan utama dengan menekankan potensi perangkat digital dan kontemporer untuk meningkatkan pendidikan bahasa. Studi ini menganjurkan penggunaan perangkat teknologi digital untuk meningkatkan pembelajaran bahasa Inggris.

Kata kunci: Pembelajaran, Teknologi, Bahasa Inggris, Praktik Pendidikan Terbaik

Abstract: Digital technology has transformed English Language and Literature pedagogy. The use of digital technology in English Literature pedagogy represents a significant advancement in Literature and Language learning, significantly enhancing both teaching and learning processes. Technology helps students learn more effectively, which helps educators improve their instruction. The method keeps developing to help teachers acquire a language more quickly for their students. Teachers choose software-based instructional systems that enhance students' positive interactions with their instructors and promote the acquisition of the English language in its entirety. This research aims to explore the integration of digital technological tools in English Literature and Language teaching and it endorses various methods to encourage the best possible instruction. It also investigates a variety of facets of teaching and technological resources that gives educators access to cutting-edge tools for effective and high-quality instruction. For this study, an explanatory qualitative method is opted (Creswell & Poth, 2018). For the survey of the literature, a linguistic and traditional description of the technology, and a thorough analysis of its relevance to currently used teaching techniques have all been conducted. The findings address key challenges by emphasizing the potential of digital and contemporary tools to enhance language education. The study advocates for the use of digital technological tools to improve English language learning.

Keywords: Learning, Technology, English Language, Best Educational Practices

Submission History:

Submitted: October 29, 2024

Revised: October 31, 2024

Accepted: November 1, 2024

INTRODUCTION

The desired outcomes of teaching English are attained through the use of new

systems, software, tools, materials, instruments, and strategies. Since technology offers numerous opportunities to enhance the caliber and training of traditional language instruction, it has become an indispensable component of education and learning, especially when it comes to learning French. Considering and describing the problem content for teachers and/or pupils is the main objective (Erban et al, 2009). Knowledge of modern technology includes using cutting-edge systems and gadgets as well as innovative educational technologies and systems that enhance and finish the advancement of learning. Students will use professional learning opportunities to build and refine their language abilities in accordance with accepted pedagogical ideas. The integrated approach to the digital media framework and other components that support students in achieving the required outcomes is improved by the use of English technology. The use of digital technology in education has become vital due to the unmatched advancements in a wide range of sectors. The education sector must keep up with global technological advancements if it is to improve language instruction. Teachers should be able to connect with language instructors in a methodical and sophisticated way using cutting-edge tools like computers, multimedia, mobile phones, audiovisual equipment, and social media. Effectively, instantaneously, and literally, the web offers free access to channels, materials, software, applications, and learning resources for the English language. Due to their accessibility, teachers are crucial in putting different teaching ideas and techniques into practice. Additionally, a lot of these programmes are made to support effective English instruction while also encouraging students to speak the language (Arifah, 2014). An essential component of the learning process is the use of both internal and external technologies. Any language course will cover the usage of technology in daily life. Technology has aided in the teaching of languages, including English. Technology improves instruction and assists educators in developing their pedagogical approaches. Technology as a teaching tool that inspires pupils to learn languages is still developing. This study primarily focuses on the function of emerging technology in second language acquisition of English. Different stances were adopted on the acquisition of technology-based learning competencies. The researcher analyzed earlier research on the use of technology to improve language proficiency and explained how it is incorporated into language schools in this publication. The literary analysis shows how pupils' language skills improve when they use contemporary technologies. Some individuals use English as their first language worldwide, while others use it as a second language in nations like Pakistan. In town, people like it. English is now a crucial subject in the Pakistani curriculum, more so than before (Gençlter, 2015). A variety of instructional strategies have been employed to manage the pace of instruction for the increasing number of English language learners. Historically, authentic materials have been used in radio, television, and film. Real, conventional education has taken the place of these innovations.

Teachers of today have additional obstacles and obligations in these modern times. The English tradition has undergone a significant transformation since the amazing development of technology. Thanks to technology, learning is becoming more productive and advances in the classroom. Technology has a significant role in the language and social changes that occur. Graddol stated that technology is the focus of the

globalization movement and that it unifies culture and education. Since 1960, English has been easy to use. The state of the English language today and its role as a language used for transnational communications, libraries, business, politics, socioculture, education, industry, and media (Godzicki, 2013).

English is used extensively, which guarantees that pupils can pick up the language. Although most teachers are still conventional, they do use new approaches on a regular basis. These kinds don't cause injury or destruction. So far, they have been accommodating. However, students can grow in confidence and competence, particularly ESL students who learn for purposes other than amusement. To stay up to date and get more enthusiastic about ELT, you have to dive into the world of multimedia technologies (Chapelle, 1998).

English learning was one of the key topics of discussion during the present education debate, as data suggests that each degree is badly executed (Brown, 2001). Through extensive use, technology has made its way into the sphere of education. As more and more technology is incorporated into curricula today and in the future, the use of technology and/or media education has increased considerably due to enhanced learning results, particularly in traditional teaching. Concerns with outmoded teaching techniques exist: Textbooks, boxes, and exact assessments can be employed for traditional approaches. As a result, the instructor just transmits the data without considering the positive or bad outcomes. Conventional approaches are predicated on oversimplified methodologies that fall short of meeting necessary or objective learning criteria. Their ultimate goal as educators is to repeat information without comprehending it. Instead of teachers being present and conversing with them, students rely on their drawings and noises, the students are seen as courteous, responsible, or affectionate. Compared to the technical education methods used today, there is a higher probability of early English acquisition with a variety of benefits.

Given the current state of globalization in the 21st century, learning multiple foreign languages is imperative. English has been around for a while and is still becoming more and more common because of the Internet. According to the Graddol research (2000), there were roughly a billion English students in the world in 2000, but that number doubled ten years later. According to the forecast, English education reached its zenith in 2010. The same study shows that over 80% of the material kept on the website is in English. Today, ELT is a key component of the diversity of learners, including those with varying ages, ethnicities, and learning backgrounds. Compared to indigenous people, there are more non-natives. With the rapid advancement of science and technology, the new English learning model is a preferred medium for updating and exploring the new era of multimedia education and audio, visual, and animated effects.

Teaching English was a crucial duty. The use of multimedia technology in the classroom has proven to be beneficial for student projects, activities, and instruction in English. Technology development contributes to the advancement of English and enhances communication. The rise of the Internet is largely correlated with the rise in the use of English, and computers are now available to many people at once rather than just a select few. This means that there has been a significant evolution as a result of the literature on technology use in English. The majority of these publications make it clear

that technology is an essential part of instruction. It was emphasized in certain ways that technology in the human component ignores the potential role of technology in education. And regardless of our area of expertise or specialization, if we disregard or neglect technological innovation, we might never be able to catch up. Language instructors also need to be aware of the newest and greatest tools accessible in each situation. Using interactive technology, educators will deliver lectures that are more dynamic and captivating (new Horizons). There are various approaches to language analysis at varying levels. While some assist individuals in learning to read, write, and listen in English, others assist businesspeople. The philosophy of instruction must embrace the newest technological advancements rather than confining teachers to positions in domains and tasks that are distinctly novel and useful but for which more conventional methods work well. Teachers and language experts alike need to think about the various uses of contemporary technology. In this context, it's important to note that inventions are gaining momentum so quickly that no amount of effort can halt them (Beatty, 2003).

Teachers will use this to improve training since they may provide direct support and learn from one another (Sabzian et al, 2013). As to Aydin (2013), team learning is enhanced by technology. Software and images can be used to record and share information. Two distinct methods to technology integration have been noticed. Students will first acquire their cognitive approach and greatly enhance their language proficiency. Second, by employing a social approach, students must adjust basic skills to naturally occurring social contexts (Hirvela, 2006). This will happen with genuine student activities. The application of computer-based language learning has been proposed by Eaton (2010). It is fairer to have software dialogue instead of physical touch. Zhao (2013) agreed that access to real-world material in the target language is necessary for effective language learning. Both professors and students can quickly view the course contents thanks to technology, claim (İŞMAN, 2012). Students need to be technically creative in order to be prepared for jobs wherever in the world. Students can learn and use technology as a legitimate teaching tool. Technology was important in Baytak, Tarman, and Ayas (2011). The outcomes demonstrated how technology was used in the classroom and how learning progressed. Pupils have documented the stimulating and growing usage of technology in the classroom (Jacqui, 2015). The learner demonstrated technical interest, enjoyment, and interaction. Improved student participation, social awareness, abilities, and interest in technology were the second outcome (Gilakjani et al, 2013).

Learning's technical component has always been important. It is a crucial component of education that facilitates students' learning. When referring to learning technology and education, the word "integration" is used (Erban, et al, 2009). It's time to pay attention to the idea of technology blending into our everyday life. A vital aspect of technology is teacher learning from start to finish. For educators, this poses a significant difficulty.

In every situation, justice is served by the development of computer-based knowledge and expertise (Arifah, 2014). Students cannot be proficient technology users if they are born into a world rich in technology. Technical access on its own is also

insufficient. To get the most out of their education, all students require a high level of professional expertise. Numerous important concerns about the technical application of English learning are addressed in this study. This has to do with technology, using it in the classroom, improving the proficiency of English language learners, and providing professional training through technology-based assessments.

A lot of scientists have mentioned technology. ISMAN specifically mentions that knowledge is used in a particular subject and that it serves as a system for managing specific instruments, methods, or abilities (Gençlter, 2015). The technological functions, and computer facilities and hardware are frequently linked to other individuals in an orderly manner.

Using information technology in the classroom allows teachers and students to learn more. IT assists educators in meeting the learning demands of their pupils. Instructors and learners can expand their skills by utilising local and international IT communities. You went on to say that depending on how professional it is, IT doesn't always function (Godzicki, 2013).

In addition to implementing learning technologies, fundamental adjustments have been done in schools because speech and crawling systems alone are insufficient for teaching English (Chapelle, 1998). Mention how students can pick up excellent classroom management skills. More effective than schooling is better professional training. Without an M.A., teachers need to find ways to help their students use technology. or employing technology as a proficient computer user as a useful educational resource for themselves (Brown, 2001).

Technology has significantly enhanced English language learning techniques. There are so many options that enhance, benefit, and include the learning process. In traditional classrooms, the instructor teaches, explains, and teaches while standing in front of a whiteboard or chalkboard. It's critical to modify this method of building technologies. Students have familiarity with language and vocabulary thanks to the usage of multimedia books in the classroom. Students' language proficiency is further enhanced by multimedia apps that use text from print, video, and the Internet. Students can gather and investigate a variety of languages and contexts using paper, film, and online applications.

The technology has been kept up to date to provide a learning atmosphere where students come first, not teachers who have the power to make big decisions all by themselves. They discovered that language schools are real-world workplaces with lots of hands-on activities that help pupils learn how to utilize computers. They contend that using computers provides a real-world learning experience that increases students' accountability. Students can better grasp and be more transparent with the aid of technology. Students have mobility when they use technology independently. Students' interest is growing as a result of the Internet. Students can joyfully learn and grow in their subject matter when using films in the classroom. Through computers and the Internet, learners can effectively incorporate technology into their learning experiences. If pupils are interested in technology, it helps them to develop better skills. In English, emphasis should be placed on the real integration of multimedia and instructional techniques.

Studies on the effects of using technology for English language study have been conducted. Hennessy made the observation that ICTs are being utilized to inspire educators and learners to adopt new modes of operation. Scholars concurred that educators would let their pupils to act and think for themselves. The usage of CALL helps kids become more conscious and confident in themselves (Beatty, 2003).

This has contributed to the progress of language learning. Research has indicated that integrating technology into the classroom has improved student learning (Sabzian, et al, 2013). Students have said that using technology in the classroom is fascinating and engaging. According to the student, the app makes learning engaging and immersive. Increasing student involvement, social experience, knowledge, and technology engagement was the second research outcome.

To affirm the learner's obligation, computer-based training was emphasised as an actual learning experience (Aydin, 2013). Users of the internet and email have stated that there is an urgent need for learner-centered instruction. Students should develop their own linguistic skills and make their own, according to Warschauer. Students' practical social experiences are designed to enable them to function in daily life. Engaging with pupils in real-world situations helps achieve this (Kern & Warschauer, 2000). For pupils using English discussion books, vocabulary, and terms of choice, and WhatsApp software. The study demonstrates that the teacher's skills are enhanced based on vocabulary, grammar, and vocabulary and language alternatives. An investigation has been conducted into the students' motivation and engagement in the course. Additionally, research indicates that kids are more likely to be engaged in a classroom when technology is employed as a teaching tool. Technology's marketing and usability have increased Peregoy et al. (2012) carry out a technical analysis to improve pupils' writing and reading skills. According to this study, technology aids improve students' reading comprehension and write since it is more user-friendly. Other study findings indicate that, as long as the Internet increases accessibility to education and gives students new opportunities for learning, using technical resources is preferable to traditional approaches.

The purpose of this research is to raise awareness in a number of key areas related to english language learning and use digital tools. It pinpoints the challenges faced by traditional training methods that impede effective language acquisition, allowing for the development of various technical ways to enhance them (Uzunboyly & Ozdamli, 2012). The study examines the intricacies of the challenges faced by educators in utilizing cutting-edge technology and determines if further IT expertise is necessary. The following information can serve as a guide and summary of the education and education sectors of all modern society's infrastructure for aspiring researchers in this field and environment. Technology is now pervasive in every aspect of modern life (Dudeney & Hockly, 2007). While this global trend shouldn't atomize the educational process, the study looks at the effects of newer teaching technologies rather than traditional methods that can produce learners who are repetitive and inactive. According to the study, implementing new technologies enhances learners' capacity to speak, read, and write in all language domains and helps to foster improvements in learning. The study suggests useful strategies for instructors and students to use modern technologies

in English instruction to important educational sectors. This study primarily is established upon following research questions.

1. How does the integration of digital tools in English Language Pedagogy influences learning outcomes?
2. What are the most effective digital tools and methods for enhancing English Language instruction?

METHOD

In this study a qualitative, explanatory methodo is used to examine the techniques of digital technology that are integrated in English Language Instruction. Qualitative research is well-suited for this study, as it allows for an in depth exploration through a literature review approach. Qualitative methods are particularly effective for detailed examination of data (Creswell & Poth, 2018). To analyze study difficulties methodically and offer appropriate solutions, researchers employed experimental monitoring and overview techniques.

They were developing historical techniques to comprehend the key research topic, emerging difficulties, and their causes, as well as a long-term and spatial evaluation of the implications of the current and future trends. Special papers, journals, and earlier research established and employed efficient techniques for collecting, analyzing, and contrasting secondary data.

In order to examine the impact of modifications on the research problem, researchers also conducted experiments to adjust one variable. Numerous elements contribute to the thesis's influence on laboratory research techniques, like examining the effects of English learning aids and the non-laboratory testing strategy used by a group of international students (Larsen & Anderson, 2011).

RESULT AND DISCUSSION

According to the study, traditional methods of teaching English are insufficient. According to the results, 80–90% of students are not content with traditional approaches, and 65–85% of students are not happy with them. On the other hand, over 95% of students are more upbeat and determined to use immersive English absorption tools. According to statistical data, a significant percentage of English students choose to use computers, displays, and intelligent panels over traditional teaching techniques (Egbart et al 2002). Figures from a random student sample demonstrate that certain students and even volunteers who are not within the students' perimeter of participation are examined in the results of the student performance assessments. Examples of this include private schools that do not cover technologically sophisticated technologies and state-of-the-art public schools. Furthermore, as evidenced by the fact that over 95% of the meetings with instructors in this study used digital media, the perception of teachers and teachers in the classroom altered significantly when compared to traditional schooling.

New technologies are becoming more and more commonplace in many areas of modern life, even if the diversity and acceptable use of technology in education and English in general have remained noticeably limited. As a result, recent research has

shown low student achievement, which is exacerbated by the persistence of traditional teaching practices and inadequate use of technology in the classroom. Few Saudi schools regularly use technology or the Internet, despite the fact that English has become a significant language in commerce, education, engineering, medicine, the media, and practically every other sector. There are numerous ways that real technology might enhance teachers' interest, methodology, and effectiveness. Additionally, the students shown greater initiative and were able to use technical instruments to tailor their English lessons to their specific interests and ability levels.

Developed using the newest concepts and techniques. It refers to techniques, equipment, and processes that are applied in real-world scenarios as a result of scientific research. Involves the collaborative sharing of professional skills and experience, usually categorized into a field, with the aim of promoting the intellectual and psychological development of others.

In the upcoming segments Bush & Roberts (1997), the researchers will offer the students recommendations on how to use technology to improve their language skills. The technology policy and integration strategies should be followed by educators. To guarantee that instructors acquire new skills and develop positive attitudes, the technical benefits of teacher advancement are still unclear. Curricula and the technology approach must be closely aligned. Teachers' ought to embrace the most potent educational technology available.

It is imperative that language teachers employ technology to promote language proficiency. Technology should be acknowledged by universities as a necessary component of instruction and learning. English teachers may receive assistance from technology specialists. Computer technology should be used by teachers as an example for their students. Educators ought to create technology-integrated learning resources. These resources focus on education and learning in addition to technological issues (Parvin & Salam, 2015). Teachers should figure out how to assist kids in learning technology, not the other way around.

Instructors ought to see their pupils as mentors and teachers. To help with the integration of technology, teachers should be given the proper resources and technical support (Peregoy & Boyle, 2012). Correct use and instruction should be a practice for teachers.

CONCLUSION

In conclusion, even though traditional teaching methods are updated, they still need to be abandoned in favor of increasingly antiquated strategies that make use of modern technology like computers, cellphones, displays, audiovisual materials, and gadgets. This study encourages educators to consider their worries over educational technology while highlighting the important global learning opportunities and numerous technological benefits. It also discusses the financial effects of infrastructure development. In the end, both conventional and new technology aim to improve students' English language proficiency and foster a learning environment. The ultimate goal of digital technology is to facilitate students' practical English language learning. This is made feasible by granting free participation to students and increasing

accessibility to the subject and information through digital technologies. In the future, learning English will require the use of multimedia for students. Alongside this, a thorough assessment of English language proficiency is conducted to help teachers and students build general communication skills in the context of modern educational foundations. In summary, this method raises overall teaching and learning experiences while improving students' cognitive and language abilities to the necessary extent. It is evident that many common issues with technological integration and education are resolved, and funding can be managed by creating ministerial infrastructure and highlighting quality learning.

REFERENCES

- Arifah, A (2014). Study on the use of technology in ELT classroom: Teachers' perspective. Department of English and Humanities, BRAC University, Dhaka, Bangladesh.
- Aydin, S. (2013). Teachers' perceptions about the use of computers in EFL teaching and learning: The case of Turkey. *Computer Assisted Language Learning*, 26(3), 214-233.
- Beatty, K. (2003). *Teaching and researching computer assisted language learning*. Longman.
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Pearson ESL.
- Bush, M., & Roberts, T. (1997). *Technology-enhanced language learning*. NatiComp.
- Chapelle, C. (1998). Multimedia CALL: lessons to be learned from research on instructed SLA. *Language Learning & Technology*, 2(1), 22-34. <http://llt.msu.edu/vol2num1/article1/index.html>.
- Decoo, W. (2001). On the mortality of language learning methods. Paper given as the James L. Barker lecture. On 8 November 2001 at Brigham Young University.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications
- Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Longman.
- Egbart, J., Paulus, T., & Nakamichi, Y. (2002). The impact of CALL institution on language classroom technology use: A foundation for rethinking CALL teacher education. *Language Learning and Technology*, 6(3), 108-129.
- Erban, T., Ban, R., & Castaneda, M. (2009). *Teaching English Language Learners through Technology*. Routledge. <https://doi.org/10.4324/9780203894422>.
- Gençter, B. (2015). How does technology affect language learning process at an early age? *Procedia-Social and Behavioral Sciences*, 1(99), 311-316.
- Gilakjani, A. (2014). A detailed analysis over some important issues towards using computer technology into the EFL classrooms. *Universal Journal of Educational Research*, 2(2), 146-153.
- Gilakjani, A. (2017). A review of the literature on the integration of technology into the learning and teaching of English language skills. *International Journal of English Linguistics*, 7(5), 95-106.
- Gilakjani, A., Leong, L. M., & Hairul, N. I. (2013). Teachers' use of technology and constructivism. *International Journal of Modern Education and Computer Science*, 5(4), 49-63.
- Godzicki, L. (2013). Increasing motivation and engagement in elementary and middle school students through technology-supported learning environments. Retrieved

- from <http://www.eric.ed.gov.ezproxy.cuportland.edu/contentdelivery/servlet/ERICServlet?accno=ED541343>.
- Hirvela, A. (2006). Computer-mediated communication in ESL teacher education. *ELT Journal*, 60(3), 233-241. <https://doi.org/10.1093/elt/ccl003>.
- Isman, A. (2012). Technology and technique: An educational perspective. *TOJET: The Turkish Online Journal of Educational Technology*, 11(2), 207-213.
- Jacqui, M. (2015). 13 Reasons for Using Technology in the Classroom. Retrieved from <https://www.teachhub.com/13-reasons-using-technology-classroom>.
- Kern, R., & Warschauer, M. (2000). *Network-based language teaching: Concepts and practice*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524735>.
- Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching. *English Teaching: Practice and Critique*, 10(2), 88-103.
- Levy, M. (1991). Integrating computer assisted language learning (CALL) into a communicative writing course. *ON-CALL* 6, 1:11-18.
- Nahum, R. (2013). Use of Technology in English Language Teaching and Learning. IALLT: The US based International Association for Language Learning Technology, originally known as IALL (International Association for Learning Labs).
- Parvin, R. H., & Salam, S. F. (2015). The effectiveness of using technology in English language classrooms in government primary schools in Bangladesh. *Forum for International Research in Education*, 2(1), 47-59.
- Patel, C. (2013). Use of multimedia technology in teaching and learning communication skill: An analysis. *International Journal of Advancements in Research & Technology*, 2(7), 116-123.
- Peregoy, S., & Boyle, O. (2012). *Reading, writing and learning in ESL: A resource book for teachers*. Allyn & Bacon.
- Sabzian, F., Gilakjani, A., & Sodouri, S. (2013). Use of technology in classroom for professional development. *Journal of Language Teaching and Research*, 4(4), 684-692.
- Stoks, G. (2013). Integrating new technologies into the Modern Languages Curriculum. *CALICO Journal*, 11(1), 76-93.
- Uzunboylu, H., & Ozdamli, F. (2012). The trends in technology supported collaborative learning studies in 21st century. *World Journal on Educational Technology*, 3(2), 103-119.