Technology-Based English Language Instruction in Pakistan: An Empirical Review

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ABSTRACT – English language teaching has advanced greatly because of the incorporation of modern technology. Electronic teaching systems have positive effects on student engagement and English language acquisition. The vast majority of modern English language teachers make use of some form of technology help in the classroom. The present study addresses various aspects of technology used in English education in Pakistan by building creative curriculum that utilizes contemporary scientific and technical advancements, educating instructors with technological skills to ensure effective and quality topic delivery, and creating student-teacher platforms that optimize positive language learning results. This research combed the appropriate literature for definitions of technology in both contemporary and historical contexts, then connected these definitions with effective pedagogical practices. In light of this, the researcher presents a definition of the study's central topic, an explanation of the study's aims and hypotheses, and the study's results. The paper concludes with a list of suggestions for furthering the implementation of modern technologies in academic settings.

Keywords: *Technology, Teaching, Effective Learning, Technology-based Instruction*

I. Introduction

English is a second language in Pakistan, and some people speak it as their first. English is now a prominent subject in Pakistan's curriculum and language of instruction. The modern teacher faces new challenges and responsibilities. Technology has revolutionized English instruction and makes education fun and productive. According to D. Ahmadi, et al. (2018), teachers prefer electronic teaching systems because they boost student engagement and English language learning. Modern technology incorporates creative teaching methods that accelerate and enhance learning. According to popular educational perspectives, students can improve their language skills by using technology. Using technology to teach English integrates the present techniques system and other components, helping students achieve their goals. Technology drives globalization, altering education, work, and culture, according to Graddol (1997).

Applying today's technological advancements to the English language classroom includes exploring novel uses for established methods, resources, instruments, systems, and tactics. Therefore, while technology is now generally recognized as an essential educational and supplementary tool in a wide variety of teaching and learning contexts, this is especially true of English language teaching due to the many opportunities it presents to improve the content and delivery of Standard English language instruction. Technology enhances modern trends and fulfills pupils' visual and auditory senses.

Thus, given the exceptional advances across a wide range of subjects and specialties, the use of contemporary technology in English language education has become vital. It is imperative that the education sector maintain pace with the global technology change by embracing current technical tools such as computerization, multi-media devices, mobile phones,

audio/visual effects programmers, and social media. This will allow for the optimization of English language instruction and will empower instructors to engage with classroom language learners in a methodical and sophisticated manner.

1.1 *Purpose of the Study:*

Due to low student achievement at all levels, English language teaching and learning is a major issue in modern education in Pakistan. The growing usage of technology in the modern era has undoubtedly affected schooling worldwide. Technological or media-based pedagogies have become popular because they boost learning results, especially compared to conventional teaching methods. Most educational institutions in Pakistan have integrated such technologies into their curriculum. Since teaching English as a second language is so tough, the research focused on the core challenges and found solutions to solve them utilizing cutting-edge technology.

1.2 *Signification of the Research*:

The research will broaden our comprehension in many ways. First, it will identify standard teaching practices that hinder language acquisition and create solutions to update them using technology. The study examined English teachers' technology issues in Pakistan and determined if they needed IT training. The data can be used to direct future studies in the same subject and context and to examine the teaching and education sector as essential to any modern society's infrastructure. Technology dominates civilization. This study contrasts modern English teaching technology against traditional methods that dull students.

1.3 *Objectives of the Research:*

• To examine the benefits and drawbacks of utilizing technology to teach English.

• To what extent technology has contributed to the evolution of English language instruction in Pakistan

• To determine whether sufficient and well-trained English teachers are available to use modern technologies

1.4 *Questions of the Research*

1. What is the pros and cons of using technology in English classrooms?

2. How much technology advancements have advanced the practice of teaching English as a second language in Pakistan?

3. Are there enough certified, well-trained English teachers in Pakistan to employ current technology?

1.5 *Hypothesis*

There are statistically significant indicators of English instructors using modern technology.

II. Literature Review

Warschauer (2000) proposed two approaches to integrating technology into the classroom: a cognitive approach, which allows students to meaningfully increase their exposure to language and, as a result, create their own knowledge, and a social approach, which allows students to engage in real-world social interactions to hone the real-world skills they've picked up through participation in real-world activities. To investigate the significance of teachers, the usefulness and accessibility of technology labs and individual components, and the impact of technology on the process of learning a foreign language, Stepp-Greany (2002) used survey data from Spanish language classes that utilised a variety of technological approaches and methods. The survey responses came from Spanish courses that included a wide range of technological activities and strategies in their instruction. The results supported the students' notion that the teacher is the primary catalyst for learning and demonstrated the value of regularly scheduled language laboratories where these tools can be used. Stepp-Greany recommended conducting follow-up study to

determine whether and how proper technology affects the foreign language learning process as a whole.

S. D. Shyamlee, et al. (2012) carried out research into the implementation of multi-media technologies within the context of a teaching environment. The research shows that when students are actively engaged in the process of learning a language through conversation with one another, their levels of motivation and focus increase. Shyamlee advocated for the widespread use of multi-media technology in educational institutions, particularly due to the positive impact it has on the teaching and learning process, as well as the fact that it is perfectly aligned with the requirements of maintaining the efficiency of the role of the educator.

According to Yancey (2009), the 21st century will be recognised as a new era in writing, one in which people who compose are not necessarily taught through formal instruction, but rather use a process called co-apprenticeship, in which students write authentic texts and are evaluated by peers rather than instructors. In his report "the Internet and Teens," Lenhart (2007) underlined the viewpoint presented above. Teens, he said, liked that it was easier to make changes and edits on a computer or smartphone than on paper and pencil, but they didn't think that using such devices improved the quality of their compositions. This is a major worry for teachers who advocate for pupils to utilise technology to enhance their education. In addition to quantity, quality in writing is also important.

According to G. Dudeney and N. Hockly (2007), in the twenty-first century, technology has become ubiquitous. The use of technology is ubiquitous, not only in everyday life but also in the workplace. Since there will always be a need for people to learn and teach English, researchers are constantly looking for better methods to do so. One of the most frequent methods of teaching English today involves the use of technology.

In an effort to better understand why language teachers incorporate technology into the classroom, Bordbar (2010)

undertook a study to investigate the factors that influence this choice. The study went on to inquire into educators' perspectives on computing and other types of IT, as well as the many ways in which they incorporated their understanding of CALL into their own approaches to teaching linguistics. Findings showed that the vast majority of teachers had a positive impression of using computers in the classroom. The results also highlighted the significance of teachers' general views of technology, as well as their technological experience, skill, and competence, and the cultural environment that shapes attitudes toward computer technology and surrounds the introduction of IT into schools and language institutes.

According to S. D. Shyamlee (2012), some teachers employ "cutting-edge" technology, while most still teach traditionally. R. Dashtestani & N. Stojkovic (2016) advised ESP teachers to employ a variety of tools to maximise student participation and engagement in language acquisition.

The findings of the study lend weight to the argument that traditional methods of teaching English are unsuccessful and verify the premise that students display higher levels of engagement and participation when learning English with the assistance of modern technological tools. The findings also lend credence to the assertion that conventional methods of teaching English are ineffective. Several studies have found that rather than learning English through traditional means of education, many people today choose to learn the language with the help of modern media like interactive whiteboards, personal computers, and digital displays. Further, the study's results suggest that novel approaches to teaching English significantly improve both teachers' and students' ability to connect with one another and pay close attention throughout class. It is abundantly clear that students are more likely to learn from electronic curricula, and it is also abundantly plain that English language teachers prefer to apply contemporary technology rather than traditional methods of teaching. In point of fact, it is abundantly visible that students are more likely to learn from electronic curriculum.

III. Research Methodology

The researcher used these methods:

1) The researcher uses descriptive approaches and experimental monitoring to find answers to study questions and formulate new ones.

2) The evaluation of current and future developmental implications was aided by using historical methodology based on a review of the elements and reasons that led to the fundamental research issue and attendant challenges. Secondary data from relevant records, reports, and studies was collected, analyzed, and compared to inform the design and scope of effective solutions.

3) The researcher tested changes on a fixed variable using experimental methods. The study's impact depends on several variables, including laboratory experimental methodology conducted in the lab under certain conditions, such as studying technology's effect on teaching English, and non-laboratory experimental methodology applied to a group of volunteer students outside the study's scope.

IV. Results

According to the findings of this research study, conventional approaches to teaching English as a second language do not produce the desired results. According to the findings of study conducted on students, between 80% and 85% of students agree with these discoveries, and between 55% and 75% of students are dissatisfied with the traditional teaching methods. Students, on the other hand, report higher levels of engagement and enthusiasm when they make use of modern technology to learn English at a rate that is greater than 92%. When compared to more traditional methods of instruction, students who are studying English are more likely to make use of modern technology, such as smart boards, computers, and display displays in their classes. 65–95 percent of students in both groups get high marks in their academic subjects, which

is evidenced by statistics gathered from student surveys at both private and public institutes with and without access to the most up-to-date technological means of assessment. This finding is supported by the fact that both groups have access to the most advanced technological means of assessment. It was discovered that students' interaction with teachers using modern media was more than 95 percent, compared to less than 55 percent for students who were taught using traditional methods; as a result, it is evident that studies and surveys have shown that students are more likely to learn from teachers using modern media than students who were taught using traditional methods.

V. Findings

The research question are summarized as:

• According to the results of the survey, modern technology encouraged greater participation and reaction from students.

• The study found that uneven access to appropriate technologies hindered linguistic instruction.

• Pakistan does not have a sufficient number of English teachers who are also knowledgeable in various technological tools.

• The immediate feedback and user-friendly English material of today's tablet displays make them more effective than traditional methods of teaching English language skills.

• The research shows that the use of modern technology in the classroom has a positive effect on student motivation, academic achievement, and the quality of interaction between teachers and their pupils. Time and energy efficiency increased for both the teacher and the student as well as the levels of self-learning, self-reliance, and positive self-talk among the former.

• For the foreseeable future, it is abundantly obvious that the current pedagogical technology has proven reliable

and effective in teaching comprehensive, relevant, and timely English language abilities.

VI. Recommendation & Conclusion

6.1 Recommendation

The following are the researcher's suggestions based on the results:

- Find new technological approaches to teaching English as a second language to replace the outmoded methods currently in use in Pakistan.

- In Pakistan, all English language teachers need to receive proper training to use modern teaching methods and materials.

- Completely adopt electronic curricular projects in line with current norms.

- Help pupils with their linguistic skills by using today's tools for education.

- Educational Institutes must invest in Internet connectivity so that educators can make effective use of today's technological resources.

- In order to maintain proficiency with the electronic curriculum, it is crucial to give adequate training for all accessible technologies.

- It is important to bridge the gap between the classroom and the living room so that students can study English outside of school.

- Programmers of classroom talks and debates that employ modern media devices like TVs, projectors, and interactive whiteboards to boost students' understanding in the classroom

6.2 Conclusion

In conclusion, despite best intentions, traditional methods of teaching English should be phased out in Pakistan and replaced with modern electronic methods that make use of the computer, smart devices, display, audio-visual resources, and

other technological advancements. Teachers are urged to overcome their reservations about implementing technological aids for language instruction in the classroom in the sake of improving student outcomes and fostering a more global culture of learning as a whole. The goal of both antiquated and cutting-edge educational tools is to help students learn and speak English better. In order to motivate students to learn English in a way that is relevant to their lives, today's classrooms make extensive use of digital tools. To achieve this goal, educators should encourage and direct students to communicate in an environment that promotes openness to new ideas and information through the use of cutting-edge technology. Because of the widespread availability of software, programmers, and other ancillary platforms and resources, the Internet is well suited to the instruction and study of English. While everyone can take advantage of these affordances, teachers play a crucial role in facilitating the resources and methods they provide. Several of these developers advocate for effective English instruction that improves both student understanding and language skills. The use of multimedia is going to be very important in the future of English lessons that focus on the students. Thus, a thorough evaluation of English language skills would improve both the quality of instruction and the extent to which students apply what they learn in the classroom. Because of these benefits, the researchers anticipate that implementing these strategies into Pakistani English classrooms will improve both teaching and learning. Using technology and having teachers who are properly trained can help with many common learning difficulties, while ministerial planning and setting up an infrastructure that supports successful learning can help with the financial ramifications.

VII. References

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