

Review

The Role of Computer Technology in Enhancing English Language Teaching

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Over the past few years, the tremendous expeditious technological advances, computer network technology is now exerting its influence on sundry aspects of our life, including regimes, business, economics, and especially in inculcation, which was visually perceived during the COVID-19 pandemic. Under such a circumstance, there has been a significant increase in interest in using computers and their applications in IT classrooms in language teaching and learning. The role of computers plays in language instruction has become an important issue involving language teachers worldwide. This paper deals with the role of computer technology, including hardware, software, and the internet, in enhancing English language teaching and facilitating the teaching process.

Key Words: computer technology, English language teaching.

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Definition of Terms

Computer technology refers to designing, constructing, and programming computers or the knowledge that helps make things easier or resolve problems such as software applications and operating systems; web-based information and applications such as distance learning, telephones. Other telecommunications products include video equipment and multimedia products distributed on videotapes, CDs, DVDs, email, and the World Wide Web. (Oxford).

English language teaching, or ELT, refers to the activity and industry of teaching English to non-native speakers. The dictionary refers to the practice and theory of learning and teaching English to benefit speakers who speak English as a second language.

INTRODUCTION

Computers technology had brought significant benefits to teachers and students. Computers work as a tool that facilitates the teaching process. Teaching students new languages and developing students' language, and testing students on languages they already learned. Computers also provide students with the information to perform many tasks and build bridges between students in different countries. English language students through computers managed to have a clear understanding of the language. This was seen through different tools used such as videos, pp. slides, dialogues, animations, sounds, and many programs. Many years ago, English language teachers were surrounded by limited facilities, which help them in the teaching process, but now teachers manage to overcome many teaching obstacles through computers. Teachers can support their teaching process through many videos to meet the various students learning styles.

Computers allow teachers to make a significant shift from teacher centers to the student center where students are involved in the teaching process. Computer technology will play a significant part in supporting the learner-centered inquiry process (Kwok-Wing and Lai, 1993). Teachers can provide large numbers of activities, drills, and worksheets that support the teaching process and emphasize the learners through this technology. The computer can be a valuable supplement to the traditional curriculum of the ELL classroom by promoting verbal communication and the acquisition of English-students need to learn vocabulary in context and with visual clues to help them understand. Computers can provide this rich environment. (Jum.121, 1434 AH)

The focus of the study

The present study concentrates on investigating the role of computer technology in facilitating English language teaching.

Statement of the problem

English language teaching is broadly supported by advanced computer technology. Computers use different programs to support teaching process and facilitate the task of teachers. This lead to the achievement of the designed educational goals. Thus, this study tries to handle the significance of using the computer in teaching the English language.

Research Objectives

Hence the subject of the study is how computer technology enhances English language teaching. This study intends to achieve the following objectives:

1- To develop classroom teachers aware of how to apply technology in language classrooms

Research Question

To realize objectives, the following research question was raised:

How can interviews and researcher observations discover ways a computer-assisted language learning program adds to and detracts from language learning in a higher English class?

Research Hypotheses

It is hypothesized that English language teachers do not prefer using devices, and they think that traditional methods are better.

Significance of the Study

a) This study is targeting teachers of the English language. The study will be contributed to the field of linguistic to view the critical aspects of computer technology in facilitating the teaching process. This study will view through an interview for teachers to find out how computer technology facilitates teaching.

Literature Review

Previous studies on Using Computer Technology for Teaching English Language

Some researchers have investigated the use of computers for facilitating the teaching of the English language. This was seen in improving their pronunciation. Neri, Cucchiarini, and Strike (2006) studied using the computer for teaching pronunciation. The findings indicated that computer technology helped Dutch learners improve their production of trained Dutch

segments. The findings indicated that computer technology helped Dutch learners improve their production of the trained Dutch segments.

Sadeghi (2013) performed a study towards using Computer Assisted Language Learning (CALL). This study showed that Japanese EFL learners improved their perception and production of English consonants by using CALL. The results obtained from the above studies indicate that computers are a good way of learning and teaching English pronunciation and provide enjoyable and exciting activities for both learners and teachers.

The findings of the study (Rallis, Helen, 2000) was that computers helped the teaching process in different ways, such as it replaces chalkboard; PowerPoint replaces slides, pre-prepared overhead transparencies, and even video, class email alias for the instructor to provide updates and reminders to students and email students copies of work developed in class.

A massive amount of new technologies in the 20th and 21st century were developed to enhance the teaching process by providing various teaching tools. This was supported by what Omar reported in his research when he said; the emergence of educational technology imposed a lot of variables in all cognitive and practical aspects, and educational technology became used in various fields to form a powerful tool for keeping and processing of information and transfer (Alsharhan, 2000).

For educational technology to be more effective this requires the engagement of ELL teachers not as full controller of classroom environment, but otherwise as facilitator which ease the process of learning to the students. This was supported by the view of Omer in his research when he reported that educational technology can be effective only when the teacher's role becomes as facilitator where the learning process through planning and guiding the lesson (Brandl, 2002).

Salaza (2005) carried out a study aimed at finding out the use of technology in teaching English language learners, and examining the beliefs of teachers regarding technological access in the classroom and teaching efficacy toward using technology for bilingual learners. A survey was conducted on a sample consisted of 161 bilingual educational and ESL teachers. The findings showed that teachers consisted themselves able to encounter the linguistic challenges that result from using technology. Data suggested that teachers who frequently use computer outside the school had a high degree of confidence in using technology inside the classroom.

The teaching of reading skill through technology enables children who are able to decode, but are unable to comprehend the full purpose of piece of text. Chapelle and Grgurovic (2013) reported that Computer Assisted Language Learning abbreviated as CALL refers to the use of technology in language instruction. CALL appears to prove that it is more effective and supportive for instructors when compared with face to face classroom.

(Wang, Ertmer, & Newby, 2004) reported that

teachers awareness, knowledge and background about the role of CALL and its effectiveness indeed affects their attitudes towards technology.

(Atkins & Vasu, 2000; Kadel, 2005) reported that for the process of teaching through technology to be successful and fulfills its domains the most important element that is the teacher's positive attitudes are significant since their knowledge and attitude both influence their level of success in integrating CALL. Computer technology not only develops the teaching process but also provides an opportunity for the teacher to develop their performance by providing assess to have contact with native speakers of the language. This works on enhancing both teachers content knowledge and their pedagogical knowledge.

Kadel, 2005 reported that teachers with positive attitude towards technology tend to integrate technology in their classroom more successfully. In other words, when teachers have knowledge about the use of black board this enhances the teaching process where the teacher uses all the different tools available in it and address all learners different level.

The studies mentioned above show that advanced computer technology broadly supports English language teaching in different linguistic areas. Computer different programs supported the teaching process and facilitated teachers' tasks, which fulfills the designed goals of teachers, which is what this study tries to investigate.

Methodology

Instruments

For gathering qualitative data, the researchers use an interview with 10 English language teachers (Assistant professors/ Lectures) in King Khalid University to find out the perceptions of experienced teachers in EFL teaching.

Participants

The target population for this study includes teachers from King Khalid University, EL Gasim University, and TEFL experts about from different universities.

Results and Discussion

The results and findings of the teachers' interview

After reviewing the interview notes done by English language teachers in King Khalid University and EL Gasim University, the researchers come out with the following findings, which supported the researchers' main point.

- Computer technology facilitates the English language teaching process in different countries nowadays, especially during the pandemic which crossed the whole world.

- Teaching was undertaken through different digital platforms such as zoom, blackboard, Microsoft Teams, and Google meet, which worked as different tools that broadly helped the instructor and the learner and managed to fulfill most of the teaching goals.
- It is considered the best complementary tool for teachers in the classroom.
- It works as a motivator and stimulator for students.
- It makes classroom management more accessible and controllable which encourages the learners' learning process.
- It enriches the teachers' experience as well as the learners in the field of technology.
- It promotes interactivity and collaboration within learning. The use of computers allows students to be much more creative and participative in the classroom environment. Learners prepare a base of knowledge outside the classroom, engaging with all the content in the course. Computers as a fundamental tool contribute to the enhancement of learning languages efficiently for both learners and teachers. It enables learners to overcome many learning obstacles as well as developing different skills in the English language. It offers teachers a clear picture of students' feedback through the communication both are involved in.
- Computers can be utilized to check students' different types of assessments, which facilitate the pedagogical process.

CONCLUSION

Finally, when concluding our research paper, the researchers come out from the different previous studies and different views seen in the university teachers' interviews what supports the researchers' main point and answers the research question that computer technology had brought significant benefits to English language teaching and supported as well as develops the teaching process. The researchers agreed with Nel Noddings (2006:284) when she mentioned that teachers should be aware and try not to use too many methods in teaching education; they should try things out, reflect, hypothesize, test, and play with things. Here the use of technology facilitates all these points for teachers. The use of technology in teaching makes the needed balance in the teaching process and answers to an extended teacher's question: what is worth teaching and how can one best teach it to reach all students with all their different levels, aptitude, age, learning style, and environment.

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