Use Of Technology In English Literature Teaching

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Abstract:
Digital technology marks a decisive move forward in modern English. Technology facilitates teaching languages and studying languages. By enhancing the learning process, technology allows teachers to develop their teaching. The technique continues to grow to make it easier for teachers to learn a language for students. Teachers prefer software teaching systems that can improve students' positive engagement with teachers and encourage the learning of the entire English language. Most modern English teachers now firmly support several techniques to promote optimal education. The present study explores various aspects of English teaching technology by developing groundbreaking abstracts that take advantage of the latest developments in science and technology and provide technology to education providers to deliver subjects efficient and quality. A literature review, a linguistic and traditional description of the technology, and a complete relationship with existing teaching skills have been performed for this study. Thus, the researcher describes the fundamental science issue and explains the importance and implications of research objectives and hypotheses. The article concludes with a series of recommendations to improve the teaching practices of emerging technology by promoting widespread use.
Keywords: English language, technology, learning, and optimal education

1. INTRODUCTION:

New technology, software, materials, instruments, systems, and techniques lead to the desired goals of English teaching. Technology is now an essential part of education and learning, particularly in French, since it offers many ways to improve the quality and training of traditional language education. The primary goal is to describe and consider the problem material for students and/or teachers [1]. The use of advanced systems and devices and new educational systems and technologies that improve and complete the advancement of learning are included knowledge about modern technology. Students will develop language skills and refine them according to established pedagogical theories using professional learning opportunities. The use of English technology enhances the integrated approach to the digital media framework and other elements that help students obtain the necessary results. Because of the unparalleled advances in a wide variety of fields, the application of digital technology has become essential to education. To enhance language education, the education industry needs to proceed in line with worldwide technological change, allowing teachers to make systematic and advanced links to language teachers through state-of-the-art technology such as computers, multimedia, cellular mobile, audiovisual, and social media applications. The web provides free access to English language learning, software, applications, and channels and materials effectively, instantly, and literally. Teachers play an essential role in implementing various teaching strategies and techniques, as they are readily available. Also, many of these programs are designed to facilitate efficient English training while at the same time promoting English between students [1 & 2].

The technology of inside and outside is a crucial part of the process of learning. The everyday use of technology is any language course. English and language teaching have been supported by technology. The technology helps teachers build up their education strategies and enhances the teaching process. Technology continues to evolve as a teaching instrument that motivates students to learn languages. The key focus of this research is on the role of the emerging technologies in English learning in a second language. Various attitudes were taken towards developing technology-based learning skills. In this paper, the researcher described technology and incorporation clarified using technology in language schools and reviewed previous studies on technology to enhance language knowledge. The literary analysis demonstrates that the use of modern technologies enhances the language skills of students. English in a country such as India is used as a second language, and English in certain people around the world is used as a first language. It's popular in town. The critical subject of the curriculum in India is English more important than ever [3]. For the growing number of English students, many teaching approaches have been used to control the progress of the teaching process. In film, radio, and television, authentic materials have long been used. These innovations have been substituted by actual conventional teaching.

New times have new challenges and responsibilities for today's teachers. With the remarkable advent of technology, the English tradition has changed dramatically. Technology is such that education is much more fruitful and teaching progresses. In the language and shift of society, technology is a crucial factor. Graddol: Technology is the subject of the globalization process and integrates education and culture back in 1997:16. Simple to use English since 1960. Today's condition of the English language and its position in English, a social, political, socio-cultural, business, educational, industrial, and media language, a library, and transfrontier communications language [4].

1.1. Technology Used For Teaching English:
The extensive use of English ensures that students can learn the language. Teachers are naturally using modern methods, but most are traditional teachers. Such forms are neither harmful nor destructive. They have been accommodating until now. But students can develop their trust and skill, especially for ESL students who learn more than just for fun. You must enter the world of multimedia technology to keep pace and be more excited about ELT [5].

1.2. Purpose Of The Study:
During the current education debate, as research indicates that each degree is poorly conducted, English learning was one of the main issues [6]. Technology has entered the field of education through the full use of technology. Due to improved learning outcomes, especially in traditional teaching, technology and/or media education became dramatically common as today's and future curricula integrate technology. There are some concerns about obsolete teaching methods:

1. For traditional approaches, precise tests, boxes, and textbooks can be used. Therefore, the teacher only sends the information without taking good or negative results into account.
2. Traditional methods are based on simplified techniques that fail to satisfy objective or essential criteria for learning. As pedagogues, their ultimate aim is to repeat data without understanding it.
3. Students rely on their pictures and sounds, unlike the presence and conversation of teachers.

4. The learners are considered to be polite, driving, or loving. There is a greater chance of early English learning compared to current technical teaching methods with various advantages.

By introducing several fresh ideas to English teaching and trying to solve the problem resulting from previous issues, the research strengthened the roots of this report [6 & 7].

1.3. Growth Of English Language Teaching Through Technology:

The 21st century is a time of globalization, and it is essential to learn numerous foreign languages. English has been with us for many years and continues to grow in popularity thanks to the Internet. The Graddol study (2000) shows that the number of English students was around a billion in 2000, but it doubled a decade later. The prediction shows that English peaked in 2010 in education. More than 80 percent of the data saved on the site are in English, the same research reveals. Today ELT has become a significant feature of its diversity in learners, age, ethnicity, learning history, etc. There are more non-native people than indigenous people. The new English model of learning is a favorite medium to update and exploring the new era of multimedia education and audio, visual and animated effects, emerging and expanding with the rapid growth of science and technology.

English language teaching was an important task. Multimedia technology has shown a positive role in encouraging student events, projects, and teaching in the English classroom. Progress in technology is part of English development and improves our form of communication. The growth of the Internet is relatively indicative of the increase in English, and computers are no longer limited to a few but can be utilized by many at a time. Therefore, the literature on the use of technology in English has led to a considerable evolution. Most of these texts unambiguously involve technology as the critical component of teaching. In some ways, it was stressed that the potential role of technology in pedagogy is ignored by technology in the human aspect. And if we ignore or neglect technological advancement and maybe never can catch up, irrespective of our expertise or branch. Language teachers must also understand and know what is available in each given case, the latest and best equipment. Teachers will provide more lively and engaging lectures using interactive technology (new Horizons). In different degrees of language analysis, there are several methods. Some help people learn English, listen, hear and read English, while others help business people. The instruction philosophy needs to be appreciating the latest technologies and not putting the instructor in machines or restricting roles in areas and functions that are decidedly fresh and functional where traditional means are superior. Both language experts and teachers must consider the use of modern technologies for different purposes. In this regard, we should also emphasize that innovations are growing and spreading so fast that they cannot be stopped in any way [8 & 9].

1.4. Past Study On The Advantages Of Language Technology:

Some experiments have been performed on the effects of the English review. Hennessy shares IT as a catalyst to encourage teachers and students' new approach (2005). Researchers wanted the critical thinking and actions of teachers to be encouraged. CALL changes the students' attitudes and creates trust (Lee, 2001). In education and learning, ICTs have many benefits. ICTs were taken into account [10 & 11]. More data is the main concern of the students. More autonomous students will meet the following talks. Finally, the students employ modern language and materials (Costley, 2014; Tutkun, 2011). Work has modified the application of technology. The learning techniques did not change.

Teachers can support and learn directly, and teachers will use this to enhance training (Riasati, Allahyar, & Tan, 2012). Technology boosts team learning, said Gillespie (2006). To capture and exchange information, software and photographs can be used. Warsaw has observed two separate approaches to technology integration (2000a). In the first place, students will significantly improve their language skills and learn their cognitive approach. Secondly, the student needs to adapt fundamental skills to natural social environments using a social approach [12 & 13]. True student activities will do this. Eaton (2010) has suggested the use of computer-based language learning. Software dialogue, rather than personal touch, is fairer. Zhao (2013) endorsed that language learning efficiency requires access to authentic content in the target language. According to Rodinadze and Zarbazoia, the technology enables students and teachers to view the course materials easily [14]. Technical creativity plays a vital role in preparing students for jobs in any part of the world. Technology allows students to learn and serves as a valid instrument for learning. In Baytak, Tarman, and Ayas, technology played a key role (2011). The results represented technology's use in the classroom and learning growth. Students have recorded the exciting and increased use of technology in classrooms [15]. The student established interactivity, fun, and technical interest. The second result was improved student involvement, social awareness, skills, and interest in technology [16 & 17].

2. LITERATURE REVIEW:
Erban, T.et al. (2009). The technical aspect of learning has always been significant. It is an essential element of learning which makes learning easier for students. The term "integration" is used when describing education and learning technology. It's time to focus on the notion of technological convergence in our daily lives. Teacher learning from beginning to end is a critical component of technology. For teachers, this is a considerable challenge.

Arifah, A. (2014). The creation of computer-based knowledge and know-how provides justice in any context. Born into a rich technology world, students can't be skilled users of technology. Moreover, technical access alone is inadequate. All students need substantial professional knowledge to maximize their learning. This paper answers a variety of essential questions relevant to the technical use of English learning. This involves technology, technology usage in classrooms, enhancing English students' skills, and professional instruction by prior exams in technology.

Gençlter, B. (2015). Many scientists have referred to technology. In particular, ISMAN notes that knowledge is used in a specific field and a system for handling particular tools, techniques, or skills. The technology operates, and computer hardware and facilities are often connected in an organized way to other personalities.

Godzicki, L. (2013). Teachers and students in their classrooms can learn more by using information technology. IT helps teachers meet the educational needs of their students. Teachers and students can use local and global IT communities to build their expertise. You continued that IT isn't always working; it's how professional it depends.

Chapelle, C. (1998). Besides learning technology, basic changes have been made in schools as the crawling and speech systems are not enough to teach English effectively. Report that students can learn to use the classroom effectively. Better professional training is more effective than schooling. Teachers must seek ways for their students to use technology without an M.A. or using technology as a computer expert as a valuable learning tool for themselves.

Brown, H.D. (2001). The use of technology has improved English learning methods greatly. The learning process is improved, included, and benefited by so many choices. The teacher stands in conventional classrooms in natural with a blackboard or whiteboard teaching, explanation, and teaching. It is important to adjust this approach to construct technology. Language and vocabulary are familiar to students by the use of multimedia texts in class. Multimedia applications also improve students' language skills using text in print, film, and the Internet. Paper, video and internet application allows students to gather and explore various languages and contexts.

Pourhossein Gilakjani, A. (2017). The technology has been maintained in developing an environment focused on learners, not an instructor who can make significant changes in turn. They learned that language schools are a working place, full of practical tasks for the students to learn and use computer technology. They argue that the use of computer technology is an authentic experience of learning that strengthens the responsibilities of learners. Technology helps students understand and make them more transparent. The autonomous use of technology gives students mobility. The Internet is increasing the interest of students. Using film in education allows students to understand and improve their subject matter enthusiastically. Learners may use technology meaningfully by computer and the Internet in their learning processes. It enables students to acquire higher-quality skills if they are concerned with technology. The actual combination of multimedia and teaching methods should be stressed in English.

Beatty, K. (2003). Some studies on the effects of studying English with technology have been performed. Hennessy pointed out that ICTs are being used in encouraging teachers and students to new ways of functioning. Researchers agreed that teachers would empower their students in their autonomy to act and think independently. The use of CALL reinforces the awareness and self-assurance of students.

Sabzian, F. et al. (2013). This has played a role in the advancement of language learning. The studies have shown that the incorporation of technology into the classroom has enhanced learning. Learners have stated that the use of technology is exciting and enriching in classrooms. The app makes learning immersive and exciting, learner said. The second outcome of the research was to increase student involvement, social experience, knowledge, and technology engagement.

Aydin, S. (2013). Computer-based instruction was emphasized as an actual learning experience to affirm the obligation of the learner. Internet and e-mail users have said that learning based on learners is urgently needed. Warschauer noted that students should improve their language skills and create their own. Applied social experiences are structured to make everyday life possible for students. This is achieved by engaging with students in real life.

Alsaleem (2014) for students who use WhatsApp software, vocabulary, and terms of choice, English dialogue books. The research shows that based on vocabulary, grammar, and vocabulary and language alternatives, the teacher's abilities are improved. The motivation and engagement of the students in the course have been investigated. Study findings also suggest that when technology is used as a tool in classroom education, students are more likely to be interested in a classroom. The usability and promotion of technology have grown.

Peregoy et al. (2012) conduct a technical analysis to boost students' abilities in reading and writing. This research shows that technology tools increase the capacity of students to read

and write since it is easier to use. Other research results suggest that the use of technical resources is superior to conventional methods, provided that the Internet makes learning more accessible and provides students with new access.

2.1. Statements Of Problem:

The research is intended to improve awareness in many main areas. Second, it identifies obstacles to conventional training that hinder or inhibit efficient language learning processes, such that a range of solutions can be built utilizing technical approaches to improve them [18]. The paper analyses the complexities of the difficulties of teachers using advanced technology and decides whether more IT skills are required. For prospective researchers in this area and environment, the following details may be used as a guide and an overview of the education and education sectors of all modern society's infrastructure. In every field of contemporary life, technology has become predominant [19]. Although this worldwide pattern should not atomize the education process, the research considers the impact of recent teaching technology rather than conventional approaches that could lead to passive and repetitive learners. The study shows that the adoption of new technologies helps promote learning changes and improves learners' ability to speak, read and write with all their language skills [20]. The study proposes practical solutions to key educational actors and governmental governments for teachers and students, using new technology in English teaching [21 & 22].

2.2. Research objectives

The object of the review is:

1. To increase productive English learning, potential alternatives and/or resources for teachers and students for traditional teaching.
2. To meet the growing needs, appropriate IT training for English teachers is required.
3. The magnitude of the technological contribution towards the development of the English method.
4. A variety of methods to solve the challenges currently faced by teachers and students in new teaching technologies.

2.2. Hypothesis of research work

H0: Statistical differences in English-language teaching between traditional and modern approaches.

H1: Statistical measures indicate the degree of English student assimilation.

H2: The effectiveness of teachers concerning the use of emerging technologies in language courses is statistically significant.

3. PROPOSED METHODOLOGY:

The researchers took every approach:

- Researchers used overview methods and experimental monitoring to evaluate research problems systematically and to provide suitable solutions.
- They were improving a long-term and spatial evaluation of the impacts of the current and future trends led to the creation of historical approaches to understanding the critical research problem and emerging problems and their causes. Effective methods for gathering, studying, and comparing secondary data were developed and implemented by special articles, journals, and previous studies [23].
- Researchers also performed experiments to correct one variable to study the effect of changes on the research problem. The thesis has many factors in its influence on

research methods in laboratories, such as analyzing the impact of English learning technologies and the technique of non-laboratory testing employed by a trans-border student group [24].

3.1. Technical Terminology

1. **Modern terminology**: Conceived and developed with the latest ideas and methods.
2. **Used Technology:** Methods, methods, and instruments used for practical purposes as a product of scientific experience.
3. **Teaching profession:** Concert exchange of professional skills and experience, typically grouped into a discipline: stimulating other person's psychological artifacts and intellectual development.

3.2. Suggestions for efficient technical integration

The researchers will give the students suggestions to develop their language skills using technology in the following segment [25 & 26]:

1. Teachers should follow integration plans and acquisition decisions technology policy.
2. The technical advantages of teacher advancement remain uncertain to ensure that teachers learn and improve attitudes.
3. The technology approach needs to be closely matched with curricula. Teachers should accept the most powerful teaching technology.
4. A significant part of the student-to-student learning process is computer science.
5. Language educators must use technology to encourage language skills as a matter of urgency.
6. Universities should accept technology as an essential aspect of education and teaching.
7. Technology experts may assist teachers who teach English.
8. Teachers should use computer technology as a model for their students.
9. Teachers should build materials for learning that are technology-integrated. These materials concentrate not only on technological problems but also on education and learning [27].
10. Instead of students, educators should find ways of helping them learn technology.
11. Teachers should view the role of their students as guides and educators.
12. Teachers should be provided with appropriate tools and technical assistance to facilitate the implementation of technology [28].
13. Teachers should be practicing how to use and instruct correctly. It would have to be driven.
14. Teachers should ask their colleagues to assist them through technology to improve their education [29].
15. Technology is an efficient means of improving the language abilities of students.
16. Teachers can encourage their students to improve their language abilities through technology [30].

4. RESULT AND DISCUSSION:

The studies indicate that conventional approaches to English teaching are inadequate. The findings suggest that between 65 and 85% of pupils are dissatisfied with traditional methods, and 80 to 90% of pupils are unhappy. More than 95% of students are instead more optimistic and are committed to using immersive English absorption technologies. Statistical data show a high proportion of English students who use modern technologies rather than conventional teaching methods such as intelligent panels, computers, and displays [31 & 32]. Random

student sample figures show that some students and even other volunteers outside of the students' perimeter of participation are investigated in both the findings of the student performance assessments, like private schools not covering state-of-the-art public schools and technically advanced technologies. Besides, in this study, compared with traditional education, the perception of teachers and teachers in the classroom changed dramatically using modern teaching methods, as their meetings with teachers using digital media are more than 95%.

While the diversity and use of appropriate technology have remained visibly limited in education and English in general, new technologies in all facets of modern life are becoming ever more ubiquitous. Therefore recent studies have generated minor student achievement, compounded by the continuing prevalence of conventional teaching policies, poor use of technology in education. Since English has become a significant industry, business, education, engineering, medicine, media, and almost all fields, few Saudi schools regularly use technology or the Internet. Real technology provides many ways to improve teachers' effectiveness, methodology, and interest. Besides, the students were more proactive and able to learn by English studies using technical instruments according to their vital interests and skills.

5. CONCLUSION:

In summary, although conventional teaching techniques are modernized, they must be discarded and replaced by more and more obsolete approaches using new technology, such as computers, mobile devices, screens, audiovisual contents, and electronics. This study highlights the critical learning opportunities and various technical advantages worldwide, the financial implications of the advancement of infrastructure, and invites teachers to explore their concerns about learning technology. Ultimately, modern and traditional technologies seek to develop student's English skills and create a learning atmosphere. One of digital technology's ultimate aims is to help students learn English in practice. This is possible by allowing students to participate free of charge and making it more accessible through digital technology to open up and access the subject and information. Multimedia is essential in the future for students to learn English. A comprehensive study of English skills accompanies this to develop overall communication skills in modern educational foundations among students and teachers. In short, this approach improves student thought and language skills to the degree required and increases the general experience in teaching and learning. It is obvious, and financing can be controlled by establishing ministerial infrastructure, emphasizing good learning, that many routine problems of technical integration and education are overcome.

5.1. Future Recommendation:

Given the findings, the scientist proposes:

1. Replace old English teaching approaches with new techniques.
2. Provide all teachers with comprehensive instruction in English language teaching with the use of new technology.
3. Take completed tasks according to the latest criteria for electronic curricula.
4. Invite English teachers with new technologies to develop their language skills.
5. Establish school internet networks to ensure teachers enjoy digital technology with adequate measure.
6. Provide adequate guidance for students of all forms of technology on the pace of electronic curriculum requirements.

7. Establish a home-school link to the teaching portal in the English language to provide students with free time.

The goal is to help students learn English through advanced technical resources such as screens, projectors, and intelligent tables, thus promoting the conversation between English teacher development classes and discussions.

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