# TECHNOLOGY INTEGRATION IN LANGUAGE TEACHING

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**ABSTRACT** Technology plays an important role in the teaching and learning process. The use of technology in the classroom helps education practitioners to improve the effectiveness of learning. Concerning with the facts, it is necessary to have specific guidelines regarding the implementation of technology in the classroom to optimize the benefits of technology. This study aims to explain the nature of technology integration and its use in the language class along with a multimedia technology-based teaching framework. The research methodology adopts a scope review study, which is a literature review process between new theories and ideas. This result of this study contains activities that can be used by teachers or lecturers to be applied in the classroom. This study also explains some of the literatures from previous research on the use of multimedia technology to increase the English language skills of students. Hopefully, this research can be a reference for educators in integrating multimedia technology in the classroom.

**Keywords**: Multimedia technology, technology integration, language teaching

## A. INTRODUCTION

Fostering the quality of education in an increasingly digital world, technology is often seen as a way to improve learning on campus and schools. The use of technology has become an important part of the learning process in the classroom. Some researchers have proven that technology can be used to help and improve student language skills. According to Kessler (2018) technology allows teachers to design and adapt classroom activities so that they can improve the process of language learning. However, placing computers and software in classrooms is not enough. What is important to be prepared by educators is that the right teaching strategies or techniques to make use of technology's benefit in the classroom (Farooq & Soomro, 2018). Yang & Chun (2018) also points out in integrating technology effective teaching content and practices must be the main thing to consider. The focus should be on how and why technology is used. Thus, the implementation or successful integration of technology can be done by focusing on the mission to improve students' language skills.

## B. REVIEW OF LITERATURE

A review of recent research on technology-supported teaching reveals a number of important points. For example, Ammade et al. (2018) proposed that technology integration in the classroom plays a positive role in creating a student-oriented teaching and learning process so that it can help

improve student activity and thought processes. In addition, Ghavifekr et al (2016) also found in his study that technological integration has benefits for student motivation and can increase student confidence. In addition, technology integration can also increase student involvement in the classroom, improve and improve skills in the use of technology (Kirkwood & Price, 2016). Further study also explained that the application of technology in education can improve students' cognitive skills and abilities (Santhosh & Meenakshi, 2015). In line with the above researches, it can be concluded that technology in the world of education has provided changes and influences on the teaching processes and methods used by teachers and lecturers.

Another important aspect of designing teaching methods which are considered important for many current language researchers is teaching techniques that promote technology-based language learning. The introduction of technology in language education has created new and great opportunities for students and language teachers (Merzifonluoğlu & Gonulal, 2018). Technology-based teaching approaches can help teachers or lecturers in solving challenges faced by language teachers, for instance how to increase students' interest and motivation for learning (Elvi, 2017). In addition, technology-based teaching can develop students' communication skills thus they can motivate them to be more confident in using the language learned (Costley, 2014). In addition, integrating technology in language teaching can provide opportunities for students to use language directly when interacting with technology; they learn new vocabulary, know their meaning and learn how to pronounce it (Mafuraga & Moremi, 2017). In essence, the research findings above showed the use of technology-based teaching can improve students' language skills.

Based on the literature review above, researchers were inspired to develop the teaching techniques using technology. The researcher will design a multimedia technology-based teaching framework that contains activities that can be used by teachers or lecturers to be applied in the classroom. The researcher also explained some of the literature from previous research on the use of multimedia technology which had the role of increasing the English language skills of students. The results of this paper are expected to be used to facilitate teachers or lecturers to be able to implement English language teaching strategies supported by multimedia/ technology sophistication.

## C. METHOD

The research methodology adopts a scope review study, which is a literature review process between new theories and ideas. The purpose of the scope review study is to find all material related

to the topic without any limitations (Arksey & O'Malley, 2005). The scoping study method refers to the identification of some relevant literature that is independent of the research design. Based on this approach, this study analyzes and reviews the literature relating to multimedia technology in teaching English. For the first step, the researcher explained the notion of technological integration, then proceeded to trace evidence from previous research on the benefits of multimedia technology in teaching English. In the final section also explained the multimedia technology-based teaching framework that contains activities that can be applied in Language teaching.

## D. RESULTS AND DISCUSSIONS

### Definition of Technology Integration in the Classroom

There is almost no standard definition of technology integration, although technology integration has become a very popular topic among education practitioners and researchers. Davies and West (2013) reveal that some researchers agree that technology integration is understood and implemented in the form of the use of applications or computer devices in the classroom, and also how teachers use these technologies to carry out activities that are more reliable and productive. In other words, technological integration can occur if the teacher has been trained or accustomed to various uses of technology and in the determination of learning activities that are in accordance with the technology used (Solano, Cabrera, Ulehlova, & Espinoza, 2017). Therefore teachers and students must also be able to routinely use the technology to optimize opportunities to practice and take advantage of the benefits of using technology inside and outside the classroom.

Many educators and researchers believe that when endless efforts are made to integrate technology for foreign language learners, language teaching and learning will develop well (Hamilton, 2015). It due to technology has tools and features that will give them opportunities for improving the language of students (Izzah et al., 2014). With future research and future technological advancements, technology will serve as a tool for language teachers to design more effective lesson plans (Summaka, Samancioglu, & Baglibel, 2010). Furthermore, research shows that students get the benefits of education from technology because the learning process in the classroom becomes more relaxed and interesting (Parvin & Salam, 2015). Wireless technology and gadgets such as tablets and smart phones must be explored further to discover the potential of these media in language learning. Thus, active participation from teachers or language instructors is very important to ensure that existing technology can be fully used for the benefit of ESL students (Yang & Chun, 2018).

While the implementation and use of technology in education is increasing, the benchmark for the use of technology in education will be increasingly important. Decision makers (school administrators, education leaders, governments, local authorities) need to know this to make better decisions, determine the professional development needs of educators, and ensure the use of technology in schools effectively and efficiently (Smaldino, Lowther, & Mims, 2019). If schools and teachers do not have adequate computers and good internet connections, the application of technology in education will be difficult to realize. Therefore technology integration can be initiated by introducing technology through effective professional development training.

**Benefits of Multimedia Technology in English Language Teaching**

Software for teaching and learning language assisted by computers (CALL) has become a teaching medium for teaching second languages or foreign languages. Many researchers have proven that the use of computers in English classes has brought many benefits to teachers and students. According to Merzifonluoğlu & Gonulal (2018) the implementation of technology in education for English Foreign Learners has created innovations for students and language teachers. They agree that technology has changed the perspective for teaching and learning English and they believe that technology has helped students and teachers to improve teaching English (Merzifonluoğlu & Gonulal, 2018). In line with the above research, in other words technology in the world of education has provided changes and influences on the teaching processes and methods used by teachers (Ahmad & Nisa, 2016)

In other studies, technology-based foreign language teaching has provided many effective strategies in the learning process (Motteram, 2013). The use of technology in teaching has provided opportunities for students to improve their foreign language skills through technology (Altun, 2015). Shyamlee (2012) has also analyzed the need to use multimedia technology for language teaching. The analysis shows that using multimedia technology has features to enhance students' learning motivation and attention (Shyamlee, 2012). It aims to involve students in the language learning process through communication with each other. In another study Reinders (2012) also recommended the use of multimedia technology in the classroom because of its positive effects on the teaching process without ignoring the effective role of the teacher. In conclusion, a learning environment with technological support can motivate students to achieve better competencies.

In addition, another study conducted by Nomass (2013) shows the role of modern technology approaches in teaching English as a second language, and the weaknesses of conventional teaching

approaches. In this study the researcher focused on using learning websites, computer programs, presentation software, electronic dictionaries, chats and emails, CDs, and video clips (Nomass, 2013). At present, there are many software application programs available such as vocabulary learning programs, grammar and pronunciation, spell checking utilities, electronic workbooks, reading and writing programs, and different learning packages to help instructors or teachers in making tutorial exercises for improve their English. Thus teachers, lecturers and instructors can use various kinds of multimedia applications or technologies that are suitable to be integrated in the classroom. Therefore, along with the development of technology, more innovative teaching methods will emerge and can increase students' interest in learning.

**Multimedia Technology-Based Teaching Framework**

The ability of teachers to integrate technology into different teaching methods is important because of the rapid advances in technology in the twenty-first century (Tanak, 2018). However, not all types of technology are effective in improving the education process. In order to be in line with technological developments involving the participation of students who are genuine digital citizens, a good level of understanding is needed by teachers and lecturers (Yuyun, 2018). Thus, educators must be experienced enough to know how to differentiate between different programs, and choose which applications or programs are most suitable for students. Just like any project, technology integration in education requires an implementation plan. Based on those facts, this paper aims to highlight the role of using modern technology in teaching English as a second language. In this section we will present a teaching framework that can be used by teachers and lecturers of English to improve students' learning skills using technology. Among the techniques that will be used are online English learning websites, computer-assisted language learning programs, presentation software, electronic dictionaries, chat programs and e-mail messages, and learning video clips.

Table 1. The Framework of Multimedia Technology

| **The first stage** The technology used is a laptop that contains sound recordings of foreign speakers in the form of conversations | ✓ Lecturers brainstorm topics from the material to be studied and emphasize important phrases and vocabulary. <br> ✓ After that, the Lecturer asks students to complete the sentence or morning phrase, to fill in the blank sheet based on the recording they are listening to. |
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| or lectures and sound systems (speakers). | ✓ Lecturers ask students to carry out mimic activities in pairs. They listen to the recording and pay attention to the pronunciation and intonation of the speaker (native speaker) and then practice to try to match the native speaker. |
| **Second stage**<br>The technology used is a laptop that contains videos, computer games, computer applications, and materials that students will use to carry out their tasks. | ✓ Lecturers explain the instructions for the assignment they are going to do.<br><br>✓ Lecturers ask students to prepare presentations and written reports from the assignment. The lecturer will also monitor student activities when performing assignments.<br><br>✓ Lecturers ask students to present the results of their assignments.<br><br>✓ They will get feedback or input from the lecturer after making the presentation. |
| **Third phase**<br>Google classroom and youtube channel used for having discussion, giving feedback and final review. | ✓ Lecturers facilitate students to discuss and jointly analyze the results of their work.<br><br>✓ Students together identify and analyze the focus of language contained in the results of their assignments.<br><br>✓ As a final review, students carry out assignments related to teaching material and they must also report their work in google classroom and yuotube channel. |

## E. CONCLUSION

With the advancement of technology, language teaching began to emphasis on communicative and authentic interactions. The existence of clear learning designs in integrating technology in the classroom can make the teaching and learning process more effective. If technology is integrated effectively, it can give students great opportunities to improve their language skills.

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