

Educational Role of Information Technologies and Learning of English Language in Pakistan: A Case of Dera Ghazi Khan

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Abstract

Language is important for all of us and without language, interaction between individual is very difficult. In the same way education is considered very important for everybody and learning English is also very important because teachers and students use English language for learning and communication so for the teaching and learning, teacher and students use different technology, which are internet-based. It includes laptop, computer, tablet and smart-phone. The incorporation of various media tools into the learning management system (LMS) encompasses a wide range of options, such as Radio, TV, CD ROMs, Electronic Dictionaries, Email, Blogs, Audio Cassettes, PowerPoint presentations, Videos, DVDs, VCDs, Google Documents, Audacity, Fluent U, and Mini-whiteboards. By using these strategies students can learn language with efficacy. Scholars can attain language according to their aptitude and want. This frame of education is also good for teaching authority because gives them time to work with specific learners who may be resisting. This language learning approach not only saves time but also offers authenticity and validity. The primary emphasis of this study lies in enhancing all facets of English language proficiency, encompassing listening, speaking, reading, and writing, as well as sub-skills like grammar and vocabulary.

Keywords: Language, Technology, Relation, World, English, Teaching, Learning, Pakistan.

Discussion

In the relation of language and education, technology holds a significant position, especially in the teaching of foreign languages. Technology-enhanced learning is considered a valuable

avenue for providing learners with authentic and reliable opportunities for language acquisition, thereby facilitating easier and more effective English language improvement compared to traditional classroom settings (Egbert and Jessup, 1996).

The rapid advancements in technology have fundamentally altered the way we access, utilize, and disseminate knowledge. High-tech information systems, particularly social networking sites (SNS), have fostered a global language by promoting interaction across the world. While the integration of telecommunications into language teaching and learning classrooms in the 1980s involved tools such as movies, pictures, wireless or radio communication, television, language labs with audio/video tapes, computers, and interactive videos, the present landscape includes the widespread use of electronic dictionaries, email, blogs, and search engines, reflecting the latest developments in technology. For conducting the research like impact of technology in language learning an intermediate level in government high schools of Pakistan it is necessary to have a view on present educational system of learning. As there are major three level of education in our country. The initial level is primary level. In primary level student learn from class 1 to 5 at this level there is no use of technology for English language learning and other educational purposes at all in government schools. The second level of education in Pakistan from secondary level at this level students learn from 6th class to 8th class but there is also no use of technology at this level in government schools. The third level of education is higher level which started from 9th class to 12th including 10th and 11th but there is slightly use of technology educational purposes in government higher secondary schools.

In the language learning process, technology holds significant importance, making it an essential part of classroom activities. Teachers utilize various software and strategies to immerse students in language learning. Almost all language classes employ technology, enabling students to develop communication skills in real-life situations using the target language. Technology-based learning proves invaluable, especially in large classrooms where individual communication can be challenging due to class size and limited resources.

The use of technology in education, particularly for learning English as a second language, has gained immense significance. It has become a compelling topic for learners worldwide. Many scholars, including Watson, emphasize the necessity of technology in language learning. Watson argues that technology serves not just as a catalyst for innovation but also as an integral part of the education sector. It can transform teaching styles and learning approaches, revolutionizing how new information is accessed.

The educational system of the district urgently requires the integration of technology, especially at the intermediate level. Implementing technology in education will not only transform the curriculum in government high schools but also reshape teachers' perspectives. By embracing technology, traditional methods of learning can evolve, making the process more engaging and enjoyable for learners. Technology acts as a catalyst, motivating learners to engage with English as a second language. Learning through technology is enjoyable for students, leading to the gradual replacement of traditional learning methods with these innovative approaches. This shift not only enhances language learning experiences but also prepares students for a future where technology is seamlessly integrated into education.

The research conducted in District Dera Ghazi Khan (Pakistan) clearly demonstrates the

fruitful impact of internet-based technology on English language learning at the intermediate level. Students at this level are utilizing various technological tools such as laptops, computers, tablets, and smartphones both at home and in educational institutions. These tools are seamlessly integrated with Learning Management Systems (LMS), enhancing the language learning experience significantly. Through this integration, students can effectively enhance their language proficiency based on their individual aptitude and preferences.

This educational approach is equally beneficial for teaching authorities as it allows them to cater to the specific needs of resistant learners. Notably, this method of language learning not only saves time but also ensures authenticity and validity in the learning process. The study emphasizes its positive impact on all aspects of English language skills, encompassing listening, speaking, reading, and writing, as well as essential sub-skills like grammar and vocabulary.

Within the language learning process, technology plays a pivotal role and is deemed an essential component of classroom activities. Teachers employ various software and strategies to instruct students about language nuances. Nearly all language classes incorporate technology to aid students in language learning. In these classrooms, technology serves as a medium through which teachers enhance students' ability to interact in the target language within everyday life situations. Technology-based learning proves invaluable, especially given the challenges posed by large class sizes and limited communication resources.

The findings of this study confirm that the use of technology, particularly internet-based technology, significantly enhances English language learning. In an experimental setting, students provided with technological support demonstrated better pronunciation and comprehension of underlined words. In contrast, students without technological assistance exhibited inferior pronunciation and often misunderstood the meanings of the underlined words. This comparison highlights the clear advantages of incorporating technology into English language learning at the intermediate level. Technology emerges as a crucial facilitator, positively impacting all four language skills: listening, speaking, reading, and writing.

The role of technology in learning English as a second language encompasses both informal and formal learning processes, which we will explore in this section. As directed by Chapelle (2003), technology plays a crucial role in advancing and enhancing English language learning, both within educational institutions and beyond. Instructors teaching English as a second language encourage students not only to use English within the classroom but also in real-world communication contexts, aiming to improve their communication skills (Chapelle, 2003). Furthermore, Chapelle suggests that it is imperative for learners to incorporate technological tools into their English language learning journey, as it facilitates easier skill development compared to traditional methods.

Gordon (2007) contributes to this discussion by highlighting the positive impact of technology on the language acquisition process. Through various reports, Gordon seeks to demonstrate that technology has revolutionized the teaching and learning of languages by providing comprehensive resources and innovations. In simpler terms, technology has fostered open-mindedness, critical thinking, and analytical skills among language learners (Gordon, 2007). Thus, it is evident that technology offers numerous advantages that enhance

the language learning process.

The literature review reveals that technology significantly influences language learning skills, encompassing reading, and writing, speaking, and listening. For instance, it began with basic word processing software on computers and has evolved to encompass internet-based technologies that aid in analysing and writing the English language. Various computer programs are available to assist individuals in honing their reading, writing, speaking, and listening skills. Among these, word processing programs stand out as user-friendly tools that can enhance all language skills, including reading, writing, speaking, and listening, among others.

Al-Harbi (2008) directed that the software of the computer, laptop and other internet based technology used by English language learners to enhance their learning abilities easily according to their interest

Kasapoglu-Akyol (2010) a researcher from US conducted a research at Michigan University to analyse the advancement in technology to improve the learning process by using the internet based application or software. This investigation was conducted to analyse the influence of internet based technology on English language learning and teaching. He summarized that these factors are beneficial to language learners because by using these tools or elements they can perform their learning process easily. Moreover be included that teachers and learners will improve their teaching and learning process on daily bases by experiencing these internet based technology. This research explores the importance of leveraging technological elements to improve reading and writing skills, especially for English language learners who need to catch up on their education or individuals seeking to acquire new techniques. It also delves into how word processing can facilitate the understanding of language and the language writing process for language learners. Kasapoglu-Akyol (2010) confirmed that "word processors, is a good application or software to improve writing process with the help of internet based technology (p.229), Peregoy and Boyle (2012) performed a research to prove this view. They concluded that learners use technology tools to enhance reading skills and writing skills in a friendly way without formal process, by using internet based technology students are capable to study at a quicker and more successful manner. Additionally, they investigate that learners learn more proficiently when use technological essentials as a substitute of usual teaching process because the essential language of the Internet based tools and English as second language is in English language, and increasing a sympathetic learning atmosphere for learners. These elements have prepared a new stage because learners are capable to increase suitable contact to English learning process, in spite of whether learner is inside/outside of the classroom. In simple words, the process of English is civilizing because internet based technology is also improving and facilitating leaners from all over the globe to join with each other when applying these apparatus. This demonstrates that learners learning English language can promote mainly from the make use of word processing applications, the Internet, and online easy dictionaries. In agreement with Nomass (2013), quickly moving forward technology has allowed the formation of functions that can be utilize by learners using devices, such as mobile phones, tablets, and laptops, as they only require to be just install after that downloading process The native technology has also permitted learners to perform their handwriting talent and to increase more self-contence in reading and writing process

through the draw on of www-son momoly. One efficient instrument applied to teach writing to learners who are not indigenous English speakers is a blog. Different opportunities are formed by the make use of blog because they are without difficulty printed and shared in a suitable manner. Moreover, they can be contact by day with any consumer who has at least a nominal consideration of computer inactions As confirmed by Bloch (2007), many students of institution increase critical information and in direction on how to write rationally from blogs. There was a class blog used at some stage in his study in which learners were counselled to read and respond to the Then, they would use the information gained from that exercise in their endemic works. Abdullah was a student. Abdullah inhabited in East African immigrant camps before his entrance to the United States as a youngster. Like many "Generation 1.5" refugees who have traveled from their home countries and settled elsewhere during their early adolescent years, Abdullah possesses a considerable English vocabulary. However, he aspires to refine his academic writing skills. Abdullah initially chronicled his life experiences in his dialect of English. Over time, he found himself able to articulate his opinions on plagiarism detection websites by utilizing a class blog. Subsequently, he merged what he had learned from online sources with his own thoughts, resulting in a marked improvement in his academic writing skills. Advanced English learners can similarly utilize resources like Wikipedia to engage in discussions related to their readings from various books. Wikipedia provides insights into the contents of different books, making it a valuable tool for students who actively contribute to its content (Grandzok & Grandzol, 2010). Taranto, Dalbon, and Gaetano (2011) support this perspective, asserting that the true driving force behind any debate is the learners themselves, with tools serving as intermediaries. Consequently, confident learners can collaborate outside the school's website, leveraging their acquired knowledge and self-assurance stemming from discussions about the various concepts they have encountered in their readings. The paradigms suggest that technology-based learning, particularly in the present era, greatly influences effective speaking and writing skills.

Software designed to enhance users' abilities to create, update, download, and play digital audio files, such as podcasts, has become increasingly significant. One noteworthy instrument for second-language learning, Spodcom, is endorsed by Hegelbeiner and O'Bryan (2009) in their assessment of online resources and technology tools for students. English learners can benefit greatly from Spodcom, which offers over 500 free, topic-structured audio files. These resources support listening tests, provide access to grammar guidelines and English topics, and foster the development of essential language skills. Furthermore, podcasts promote self-regulated learning by enabling learners to engage in discussions on various topics outside the classroom, which can aid teachers during lectures (O'Beyan & Hegelheimer, 2007). Nomass (2013) introduces various technological approaches that can significantly impact learning, particularly in speaking and listening skills. He discusses methods such as English language learning websites, computer-assisted language learning programs, videos, audio resources, presentation software, dictionaries, chat features, and email. His case study explores how a group of learners employed various technologies in their English language learning and teaching in the classroom. Nomass also proposes future research directions that aim to address current challenges in integrating technology into language learning classrooms, bridging the gap between theory and practice. He advocates for the incorporation of internet-

based technology into language learning practices and emphasizes the importance of learners embracing these modern tools.

This study underscores the pivotal role of computers in English language learning, highlighting their ubiquitous presence in various fields such as medicine, industry, and aviation. Likewise, computer technology has made significant inroads in education, simplifying teaching and learning processes. It emphasizes that computers are employed in educational institutions to facilitate speaking, reading, writing, and listening skills. A primary function of computers in education is to foster interaction and communication between teachers and students, often involving the use of Microsoft PowerPoint for presentations and lectures. The study also observes the increasing reliance on laptops in educational settings in recent years, noting that access to laptops is now considered essential for both students and teachers. However, it acknowledges the challenges associated with laptop use, particularly distractions it may pose to students. Despite these challenges, the study underscores the benefits of utilizing laptops for English language learning, citing the potential for software and applications to enhance listening, speaking, reading, and writing skills. Furthermore, the study explores how technologies like smartphones are reshaping the landscape of English language learning. This is clear from this study that smart phones have lots of educational benefits.

In the rapidly evolving landscape of education, integrating technology effectively has become pivotal in enhancing the learning experiences of students, particularly in the realm of English language learning. To ensure successful integration, educators need to follow a well-structured technology plan, align it with curriculum standards, and continuously develop their skills through professional training. This approach not only empowers learners but also transforms teachers into effective mentors in the digital age.

Educators should implement a technology plan that considers integration strategies alongside purchasing decisions (Pourhossein Gilakjani, Leong, & Hairul, 2013). This strategic approach ensures that technology enhances the learning process effectively.

To assure effective learning and change the attitudes of teachers unfamiliar with technology's advantages, continuous professional development is essential (Pourhossein Gilakjani, Leong, & Hairul, 2013). Training programs should focus on empowering educators to leverage technology optimally.

The technology plan must align closely with curriculum standards. Educators should be well-versed in determining the most effective educational approaches when integrating technologies into the classroom (Pourhossein Gilakjani, Leong, & Hairul, 2013). This alignment ensures that technology enhances the curriculum rather than distracts from it. Computer technology is integral in transferring skills to learners. Language teachers should encourage their students to utilize technology for developing language skills. Universities should recognize technology as a significant component of teaching and learning programs, providing necessary support and resources for educators (MEB, 2008; Pourhossein Gilakjani, & Sabouri, 2017). Educators should set an example by proficiently using computer technology (MEB, 2008; Pourhossein Gilakjani, & Sabouri, 2017). By being adept at technology use, teachers become influential role models for their students, inspiring them to embrace digital tools for learning.

When creating technology-integrated lesson materials, the focus should be on teaching and

learning, not just technology issues. These materials should enhance the educational experience, emphasizing effective teaching methodologies while incorporating technological elements seamlessly.

Conclusion

The researcher in this study has arrived at several significant conclusions regarding the use of technology in Higher Secondary Schools at the intermediate level in the Dera Ghazi Khan district of Pakistan. It is evident that the integration of technology into English language learning has assumed paramount importance in contemporary education. The rapid evolution of technology has profoundly transformed the way we access, utilize, and disseminate knowledge. Additionally, the study underscores the ubiquitous role of technology in various aspects of life, including the medical field, industrial processes, and aviation, illustrating how technological innovation has been effectively harnessed in the realm of education.

The research strongly advocates for the incorporation of internet-based technology in English language learning. It not only enhances the language proficiency of students but also provides teachers with effective tools for evaluation and improvement. The study underscores the transformative power of technology in the realm of language education, emphasizing its ability to foster meaningful and productive learning experiences.

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