



---

# UNDERSTANDING PERCEPTIONS OF STUDENTS AND TEACHERS OF ENGLISH LANGUAGE TEACHING IN THE DIGITALLY INTEGRATED ENVIRONMENT

**Mir Abrar Mustafa**

PhD, Research Scholar,  
Rabindranath Tagore University Bhopal India

**Dr Shabina Khan**

PhD, Associate Professor,  
Rabindranath Tagore University Bhopal India

## ABSTRACT

*Despite the obvious benefits offered by digital educational resources, teachers of English as a foreign language (EFL) are often seen as failing to take advantage of computing technology in the classroom. Inadequacies in terms of teachers' digital literacies are also criticized for this absence. The bulk of research on EFL teachers' use of technology has concentrated on quantifiable aspects of their abilities and practise. However, the researches indicate that teachers' conceptions of their own degree of proficiency, as well as other problems pertaining to the use of digital tools, could provide understanding into whether teachers are able to fully utilise available learning technologies. The current review paper conducts a critical review of the existing literature related to the field of digital technology and its implementation in English language teaching. The perceptions of school teachers and student have also been explored based on past studies in order to understand the impact and effectiveness of positive attitude towards the significance of artificial intelligence in the field of language teaching and its impact on the development and enhancement of language skills of school students.*

**Key words:** students' perceptions, teachers' perceptions, digital technology, english language teaching, foreign language

**Cite this Article:** Mir Abrar Mustafa and Shabina Khan, Understanding Perceptions of Students and Teachers of English Language Teaching in the Digitally Integrated Environment. *International Journal of Management*, 11(5), 2020, pp 1750-1756. <https://iaeme.com/Home/issue/IJM?Volume=11&Issue=5>

---

## 1. INTRODUCTION

Every day, more and more conventional educational approaches are being replaced by digital learning. Given how quickly classrooms are evolving, it is better to forget about old teaching and learning approaches and focus on modern and contemporary teaching and learning strategies focused on digital learning resources and technologies. Digital learning in the classroom can take several forms, from using tablets rather than just paper to using complex software programmes and devices rather than a simple pen. Places, facilities, initiatives, instructional materials, and devices such as research aids designed for at-home use may all be used in this way. Digital tasks and agendas can be generated and handled using social media and communications channels. Digital learning has become increasingly important in education, regardless of how much technology is introduced into the classroom. It gives students more influence by encouraging them to learn more and broaden their horizons.

SNS (Social Networking Service) has grown in popularity over the last ten years and now plays an important role in people's everyday lives. By definition, social networking sites (SNSs) are internet or mobile applications that allow networking, interaction, and sharing of content (Boyd and Ellison, 2007). People working in internet technology, according to Murray and Waller (2007), created the concept of how people know and communicate with each other through SNS, which allows them to share, react, comment, and debate, making the world more linked. In the end, it allows millions of people to share preferences across a wide range of fields, and it allows registrants to share status updates, files, images, and videos, as well as build blogs, send messages, and hold conversations. In the context of higher education, the advent and prominence of SNS has prompted several lecturer researchers to conduct research and publish papers in that field. The introduction has resulted in some learning benefits, including the ability to lead to higher scores in some direct cases, lower anxiety levels, enhance task performance and competence, and boost social interactions.

Students may develop successful self-directed learning skills with the help of learning resources and technology. They will recognise what they need to learn, locate and use online tools, apply the knowledge to the problem at hand, and even analyse the input they get. This boosts their productivity and production. Digital learning tools and technologies hone critical thinking abilities, which are the foundation for the advancement of analytic reasoning, in addition to engaging students. Instead of simply memorising the textbook, youngsters who pursue open-ended problems through creativity and reasoning learn how to make choices. A critical review of literature related to the current field of study will enable us to understand the role of digital technology in the field of education, especially in English language teaching, along with the perceptions of teachers and students regarding the same.

## 2. LITERATURE REVIEW

### 2.1. Digitally Integrated Environment

Institutions of higher learning have shown a sustained interest in improving students' academic success through the use of emerging technologies that provide new ways of delivering and generating university education in recent times (Deng & Tavares, 2013; Orton-Johnson, 2009). Universities' e-learning platforms aid in the distribution of educational materials, instructor-to-student contact, fostering student learning groups, monitoring student learning development, and allowing students to register in e-learning courses (Islam, 2013). Through advancing technology-enabled frameworks, an e-learning environment in an institution of higher education is a learning environment that combines digital technology with teaching and learning practises as a significant educational advancement (Eze, Chinedu-Eze, & Bello, 2018). Learners and universities profit from e-learning environments because they save money on physical

teaching and learning facilities, contribute to the digitization of course materials so that they can be conveniently shared and adopted at any time and from any place, and integrate the global educational landscape (Pham, Limbu, Bui, Nguyen, & Pham, 2019).

In university education, technology-driven learning environments have lately accompanied the shift in educational model from instructor-led to learner-centered teaching methods (Ituma, 2011; Olelewe & Agomuo, 2016). In recent times, university students in Korea have been taking university e-learning programs from the beginning of their academic careers, even before enrolling in a pre-college programme. Universities have created enriching e-learning environments that address diverse educational requirements in order to produce better quality and learner-centered education (Islam, 2013). Blended learning is becoming more common in higher education due to the rapid advancement of information technology. Blended learning, which incorporates e-learning and face-to-face instruction, allows students to learn in a timely, continuous, and versatile manner (Prasad, Maag, Redestowicz, & Hoe, 2018). It improves the interactivity of e-learning events, assists students in gaining a deeper understanding, and encourages self-directed and cooperative learning (Bidin & Ziden, 2013; Dominici & Palumbo, 2013; Mohammadi, 2015). E-learning in higher education entails the use of emerging technology to create instructional materials for learning and teaching, to educate learners, and to regulate courses in order to attain a high rate of student academic performance (Fry, 2001; Parkes et al., 2015). With the widespread acceptance and innovation of multimedia and network technology such as high-speed Internet, high-definition videos, smart devices, and sophisticated learning management system features, e-learning has exploded (Cidral, Oliveira, Di Felice, & Aparicio, 2018; Eze et al., 2018).

## **2.2. Education and Digital Technology in English Learning**

Many studies have been conducted recently in order to find an answer to this important question, and the majority of them have shown the value of using digital technologies in EFL classes. Teachers in Iran, for instance, had optimistic attitudes about the use of technology in their classrooms, according to the findings of a study conducted by scholars (Mollaei & Riasati, 2013). Furthermore, Korean EFL teachers discovered computer technology to be a valuable learning experience that could easily accommodate teaching strategies by offering students with a range of language inputs and enhancing students' learning capacities in real-life situations (Park & Son, 2009). The benefits of using the Internet in the EFL classroom, according to Chong, include providing authentic resources for students, allowing students to make native friends online, and facilitating teacher-student contact (Chong, 2000).

The three main factors influencing Internet use in language academic settings were instructors' individual interest in using the Internet, teachers' ability to incorporate Internet resources into class activities, and computer amenities and technical support in schools (Shin & Son, 2007). According to the findings of Lord's (2008) report, students' attitudes and pronunciation strengthened. He says that after the study was introduced, students became more concerned about the accuracy of their pronunciation. Brown (2012) found that students enjoyed the additional opportunities for oral performance outside of the curriculum and that their pronunciation improved dramatically. People in Azerbaijan, like most other countries around the world, consider anyone who speaks English without a foreign accent to be articulate and competent.

The internet is a massive network that allows for the effective and efficient usage of online and writing courses (Warschauer, 2000). Teachers may use the Internet not only to find tools for their students, but also to share their own content, skills, and ideas with other teachers (Warschauer et al., 2000). Furthermore, Shetzer and Warschauer (2000) argue that teachers can explore how to use Internet technologies with the help and encouragement of their colleagues.

Overall, the instructors who took part in our research emphasised the benefits of digital technology. Audio video recorders, video conferences, online encyclopaedias, microphones and boothers with electronic equipment, high-speed internet, and individual laptops were among the electronic devices they called. Bordbar (2010) looked into the motivations and factors that influence language teachers' use of technology in the classroom. The research also looked at teachers' attitudes toward computers and information technology, as well as the different ways they applied their realistic computer-assisted language learning experience and expertise to their own language teaching. Almost all of the teachers had optimistic attitudes toward using computers in the classroom, according to the findings. The findings also emphasised the significance of teachers' overall perceptions of technology, technical knowledge, expertise, and competence, as well as the cultural climate that surrounds and forms perspectives toward computer technology in schools and language institutes.

### **2.3. Perception of Students Towards Learning English through Digital Technology**

According to reviews of the literature on technology and learning English, very few studies have been conducted in developing countries, which face numerous challenges such as a lack of requisite resources, facilities, adequate encouragement and mentality of students, and so on. Some recent and past study results have been collected here to examine various aspects of technology based language learning in India in an attempt to discover the students' perceptions of technology supported language learning.

The English language does not belong to any one country or nation, and it is now more necessary than ever to learn English. English has become the global language, with 80 percent of internet content written in English, 70 percent of emails sent globally written in English, and 60 percent of the global journals written in English (Austin, 2007). Computers, according to Lai and Kritsonis (2006), can provide students with a variety of enjoyable games and communicative activities that alleviate stress and anxiety. Learners can benefit from technology-based language learning by improving their linguistic skills, changing their mentality toward language learning, and increasing their self-confidence. According to Robertson et al., 2000, students who use computer-assisted language programmes have increased levels of self-esteem than normal students. Their results also revealed that using a computer programme enhanced students' sentence structure, grammar, and spelling skills.

Online platforms can help people become more conscious of the English language. According to Kavaliauskiene et al., (2006), using a blog in an EFL writing class helps students feel like their writing is not only for their classmates or instructors, but for the whole world, which increases their language knowledge. According to Blattner and Fiori (2009), Facebook is the internet's fastest growing and most well-known platform, with over 100 million users. Sending and receiving email among students in a classroom encourages them to engage, according to Nagel (1999), and it does not necessitate being a computer expert. Collaboration with students and colleagues requires knowledge of various electronic communication methods such as email, message boards, and file sharing (Kessler, 2006). Technology tends to be a revolution from traditional to modern teaching in the learning teaching method. In developing countries, using technology to improve education is a constructivist movement. In today's globalised world, integrating technology into the learning and teaching process is a step forward.

## 2.4. Perception of Teachers Towards Learning English through Digital Technology

Craig and Patten (2007) point out that digital resources have been shown to assist learners in developing conversational communication abilities, expanding their language skills, and enhancing their reading comprehension in the context of English language learning (ELL). Moreover, students' multicultural abilities and intercultural understanding are enhanced by connectivity to the Internet and social media. Furthermore, Warschauer and Healey (1998, as cited in Brown, 2001, p. 145) argue that incorporating digital technologies into the English language classroom enables for individualization in large groups. Bingimlas (2009), Brandl (2002), Cüre and Zdenar (2008), Karamustafaoğlu et al. (2003), and Magli (2007) have suggested that this scenario is likely attributable to classroom teachers' incompetence to fully utilize digital learning tools into their practises; consequently, much effort has been directed on identifying the mechanisms for this. Bingimlas (2009) distinguishes between two types of obstacles that obstruct language teachers' use of technology and lead to their lack of digital education in this respect.

Technology has been shown to improve the achievement of foreign language learners (Stepp-Greany, 2002). According to Ajayi (2009), an asynchronous discussion forum is an essential teaching tool. The computer interconnected environment aids language learning by providing access to authentic reading material (Levine, Ferenz, & Reves, 2000). Students' literacy advancement is aided by effective use of technology in the classroom (Ramchandran, 2004). The number of institutions that use technology in the classroom is increasing (Kargozari & Ghaemi, 2006). Multimedia technology aligned with organizational instructional design, according to Huang, Dedegikas, and Walls (2011), can build a great learning environment for effective language learning. Ghaemi, Khodbakhshzade, and Kargozari (2012) discovered that audio/voice conference was one of the most effective tools for teaching speaking skills, particularly IELTS speaking.

The research results of numerous studies encourage the use of computer-based innovations for language learning. Chinnery (2006) discovered that mobile technologies could be used to learn languages in a variety of ways. These innovations were also readily available. In addition, he discovered that mobile technology is typically less expensive than PCs. Computer-based technologies were discovered to be more beneficial than traditional reading methods in developing critical language skills for foreign language learners, according to Levine et al. (2000). In terms of student writing ability, Ramchandran (2004) discovered that when technology was used in the classroom, the majority of students authored excellent research papers. He also discovered that using a computer and the internet helped them collaborate better. Conroy (2010) discovered that concordancer, a language analysis programme, was an essential application for improving language learning and writing.

## 3. CONCLUSION

Digital technology has become an important and inseparable part of human lives beginning from education to professional workspace. The current review paper explored the importance of artificial intelligence, digital tools and technologies, and internet platforms in the field of education, along with the perceptions of teachers and students in schools. It is found that digital technology plays a significant role in the advancement and improvement of language skills and abilities of second language learners of English language. However, it has been discovered that in developing nations like India, the implementation of digital tools and technologies in the field of education is a complicated matter due to the lack of adequate infrastructure, proper resources and tools, and a lack of training among school teachers which leads to improper education and teaching among students. Thus, the review paper concludes that there are several

aspects of implementation of digital media that needs to be explored in the context of English language teaching.

## REFERENCES

- [1] Austin, C. (October 3, 2007). Global access through the global language. The Daily Star. Retrieved from <http://www.thedailystar.net/newDesign/newsdetails.php?nid=6349>
- [2] Bidin, S., & Ziden, A. A. (2013). Adoption and application of mobile learning in the education industry. *Procedia – Social and Behavioral Sciences*, 90, 720–729.
- [3] Blattner, G. and Fiori, M. (2009). Facebook in language classroom: promises and possibilities. *International journal of instructional technology and distance learning*, 6(1), 17-28.
- [4] Boyd, d., & Ellison, N. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1).
- [5] Brown, B. (2012). Raising student awareness of pronunciation and exploring out-of-class approaches to pronunciation practice. *Research Notes*, 48, 18–23.
- [6] Chong, D. (2000). The Practical Considerations of the Internet in the EFL Classroom. *Multimedia-Assisted Language Learning*, 3(2), 9–35.
- [7] Cidral, W. A., Oliveira, T., Di Felice, M., & Aparicio, M. (2018). E-learning success determinants: Brazilian empirical study. *Computers & Education*, 122, 273–290. <https://doi.org/10.1016/j.compedu.2017.12.001>
- [8] Deng, L., & Tavares, N. J. (2013). From Moodle to Facebook: Exploring students motivation and experiences in online communities. *Computers & Education*, 68, 167–176.
- [9] Dominici, G., & Palumbo, F. (2013). How to build an e-learning product: Factors for student/customer satisfaction. *Business Horizons*, 56(1), 87–96.
- [10] Eze, S. C., Chinedu-Eze, V. C., & Bello, A. O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: A study of M-University. *International Journal of Educational Technology in Higher Education*, 15(34), <https://doi.org/10.1186/s41239-018-0116-z>
- [11] Fry, K. (2001). E-learning markets and providers: Some issues and prospects. *Education + Training*, 43(4/5), 233–239. <https://doi.org/10.1108/EUM0000000005484>.
- [12] Islam, A. K. M. N. (2013). Investigating e-learning system usage outcomes in the university context. *Computers & Education*, 69, 387–399. <https://doi.org/10.1016/j.compedu.2013.07.037>.
- [13] Ituma, A. (2011). An evaluation of students' perceptions and engagement with e-learning components in a campus based university. *Active Learning in Higher Education*, 12(1), 57–68. <https://doi.org/10.1177/1469787410387722>.
- [14] Kavaliauskiene, G., Anusiene, L. and Maziekiene, V. (2006). Weblogging: Innovation for Communication in English. *Electronic Journal of Foreign Language Teaching*, 3(2), 220-233.
- [15] Kessler, G. (2006). Assessing CALL Teacher Training: What are we doing and what could we do better. In P. Hubbard and M. Levy. (Eds.). *Teacher Education in CALL*.
- [16] Lai, C.C & Kristonis, W. A. 2006. The Advantages and Disadvantages of Computer Technology in Second Language Acquisition. *Doctoral Forum National Journal for Publishing and Mentoring Doctoral Students Research Volume 3 Number 1, 2006*
- [17] Lord, G. (2008). Podcasting communities and second language pronunciation. *Foreign Language Annals*, 41(2), 364–379.
- [18] Mohammadi, H. (2015). Investigating users' perspectives on e-learning: An integration of TAM and IS success model. *Computers in Human Behavior*, 45, 359–374.

- [19] Mollaei, F., & Riasati, M. (2013). Teachers' Perceptions of Using Technology in Teaching EFL. *International Journal of Applied Linguistics & English Literature*, 2(1), 13–22. <https://doi.org/10.7575/ijalel.v.2n.1p.13>
- [20] Murray, K. E., & Waller, R. (2007). Social networking goes abroad. *International Educator*, 16(3), 56-59.
- [21] Nagel, P. S. (1999). Email in the virtual ESL/EFL classroom. *The Internet TSL Journal*, 5(7).
- [22] Olelewe, C. J., & Agomuo, E. E. (2016). Effects of B-learning and F2F learning environments on students' achievement in QBASIC programming. *Computers & Education*, 103, 76–86. <https://doi.org/10.1016/j.compedu.2016.09.012>.
- [23] Orton-Johnson, K. (2009). "I've stuck to the path I'm afraid": Exploring student non-use of blended learning. *British Journal of Educational Technology*, 40(5), 837–847. <https://doi.org/10.1111/j.1467-8535.2008.00860.x>.
- [24] Park, C., & Son, J. (2009). Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives. <https://doi.org/10.5172/ijpl.5.2.80>
- [25] Parkes, M., Stein, S., & Reading, C. (2015). Student preparedness for university e-learning environments. *The Internet and Higher Education*, 25, 1–10. <https://doi.org/10.1016/j.iheduc.2014.10.002>.
- [26] Prasad, P. W. C., Maag, A., Redestowicz, M., & Hoe, L. S. (2018). Unfamiliar technology: Reaction of international students to blended learning. *Computers & Education*, 122, 92–103.
- [27] Shin, H. J., & Son, J. B. (2007). EFL teachers' perceptions and perspectives on internet assisted language teaching. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 8(2). Retrieved from [http://callej.org/journal/8-2/h-js\\_j-bs.html](http://callej.org/journal/8-2/h-js_j-bs.html)
- [28] Warschauer, M., & Kern, R. (2000). *Network-based language teaching*. Cambridge: Cambridge University Press.
- [29] Warschauer, M. (2000). The Changing Global Economy and the Future of English Teaching. *TESOL Quarterly*, 34(3), 511. <https://doi.org/10.2307/3587741>