



Students' Perspectives Regarding the Use of Technology in Learning English at Shaheed Benazir Bhutto University Shaheed Benazirabad

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KEYWORDS	ABSTRACT
Technology Learning English Survey Design	Technology gives benefits to teaching and learning. Technology plays an important role in spreading educational access by allowing people to read for a skill or another profession in their spare time. The current research study investigates the perspectives of students towards the use of technology-enhanced learning process at Shaheed Benazir Bhutto University, Benazir Abad (SBBU, SBA). The current research study addresses the issue of accessibility of technology and to know students' perspectives on the use of technology in learning English at SBBU, SBA. This study is based on a survey design using a quantitative approach. The data was collected from 50 undergraduate students of the Department of English, SBBU, SBA. The results of this study indicate that the students were motivated to learn English through technology. Therefore, some supportive measures shall be incorporated to advance the contribution of technology in learning English at the university level.

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Introduction

We are living in the age of digitalization and technology, being members of the digital world the use of technology in almost all fields including education cannot be denied. Several professions in the past did not require technology, but today they do as part and parcel of every field. Nowadays, at every home computer, laptops and mobiles are available if we compare it with the past time. People of all ages use technology regularly in the forms of messaging, web surfing, social networking, online interactive games, online commerce and multiple other ways. Increasing numbers of individuals recognize now the importance of gadgets in the learning process. So, technologically, we are an advanced society, and our development is highly dependent on its utilization. Higher Education Commission has been taking efforts to promote technology in the learning process at Higher education institutes for a long through various projects, workshops and trainings. But Covid-19 particularly brought the use of technology into the focus and made it mandatory for the continuity of education.

Policymakers and educators are reinforcing their commitment to projects and instructional practices that overhaul most fundamental prerequisites for direction and learning outcomes. As the planet where we live is increasingly reliant on technology, innovation in teaching and learning will play a central role in determining how students learn going forward. Innovation affects students learning skills. Technology advances make students more occupied; along these lines, students protect more data as often as possible. Technology is a noteworthy subject for students due to the rapid advancements occurring all around them. In addition to giving learning proficiencies, technology can also facilitate learning that can be combined with all curricular areas, including mathematics, reading, science and social subjects, as well as other perceptive subjects. Students can collaborate with their acquaintances to gain from their experiences. When combined, these elements can lead to a positive result in learners' learning and encouragement.

Problem Statement

Today's era is totally different for learners to learn as compared to the past. If we want any kind of information, it's at our fingertips. Instructional methods must be developed with the passage of time. When instructors proceed to educate subjects and aptitudes that learners may regard obsolete and not pertinent within the intrinsic value of what learners learn may be misplaced in the real world, causing learners to lose inspiration and a sense of wonder (Usher & Center on Instruction, 2012). By joining innovation into education, instructors will be able to motivate and incorporate the whole range of learners (from learning debilitated to talented and skilled). As we know that in today's world where everyone is using technology now the problem is why in Pakistan still that much technology is not used as in other countries, and our educational system suffered a lot in the pandemic situation. Therefore, this study's main objective is to investigate and try to identify different perspectives of learners towards the use of technology which helps in teaching and learning.

Objectives of the Study

To investigate the perspectives of students regarding the Use of Technology in learning English at Shaheed Benazir Bhutto University Shaheed Benazirabad and to suggest some ways to promote the use of technology in the English learning Classroom.

Research Question

Q:1 What are the perspectives of students regarding the use of technology in the English learning classroom at Shaheed Benazir Bhutto University Shaheed Benazirabad?

Literature Review

Technology in the classroom has been proven to be beneficial in numerous research studies. When applied to situations in which learners need to use basic reasoning and thinking to accomplish important tasks, technology can serve as an apparatus. The use of technology in the classroom can be used to reconstruct and overhaul the situation so as to improve the development of higher requested abilities (Kurt,2010). The application of technology to make classrooms more engaging and create an environment in which higher-request abilities can be developed and can improve learning outcomes Kurt (2010). Students can learn from each other by examining the work done by their friends or they can work together to make a project through supportive cooperation (Keser, Huseyin, and Ozdamli, 2011). In addition, more investigation has led to the conclusion that coordinating technology and literature discussions can help keep learners engaged and inspired.

With the use of technology in small gatherings and discussions of literature, students were able to interface with people from many different organizations, countries and even different nations by using wikis, online texts and book resources. A technology like this expose's students to diverse societies and judgments when used in a measurable and persuasive manner. Literature discussion forums of this kind could cultivate positives for collaborative networking (Coffey, 2012). An experiment with tablet computers and mathematics/computer and English language learning preparation through applications was conducted to find out if they can serve as an alternative hitherto unavailable. (Coffey,2012)

Research Gap

The utilization of technology inside the classroom has the advantage of expanding scholarly accomplishment from the viewpoint of both the learners and so the teachers (Courville, 2011). In an exceeding research study by Usher & Center on Instruction (2012), real-world applications for innovation beside other scholastic subjects makes a huge difference in learners' motivation towards learning. They found that when technology-based inquiry learning connects to real-world circumstances, students start to work out the intrinsic value of what's being learned, which increments intrigued and inspired by the learners. Also, by utilizing technology in teaching and learning thoughts in real-world circumstances like a classroom, learners can get complex concepts, which is able to at that point boost competence levels. Subsequently, it's observed that at Shahed Benazir Bhutto University Infrequent technology systems were found to have trouble in implementing technology for teaching and learning, that's why this research focused to understand the student's perspective toward the use of technology whether they are interested or not.

Research Methodology

Students were identified in this study to know their perspectives regarding the use of technology in learning English. A questionnaire set was adopted to collect the survey data. The questionnaire used to know perspectives regarding the use of technology was developed by A. K, Das & S. Mishra (2016) It consists of two sections, Section A is based on Technology in the English Language Learning classroom and Section B intends to know about Technology-Enabled Learning Environmental university. The total number of randomly selected participants was 50. In this study, the focus was on examining the perspective of the learners toward the use of technology in learning English. A pilot study was conducted to determine the validity and reliability of the instrument. This instrument was measured by the Cronbach Alpha coefficient to measure its reliability. The Section A of the instrument, technology in English Language learning classroom Cronbach Alpha value is high, indicating high reliability .98 and for section B Technology-Enabled Learning Environment item 21 has also high reliability with Cronbach Alpha value of 98.

Sampling

The sampling of the present research is students of B.S English part II at SBBU, SBA. The data was collected through a random sampling technique and the number of participants was 50. The age group of participants was 19 to 21 years old and they belonged to various parts of Sindh.

Data Collection Procedure

The questionnaire was utilized as a part of this investigation and SPSS software v-21 was used for the analysis and interpretation of the quantitative data.

Ethical Consideration

As part of research ethics, participants' privacy is protected, their responses are kept confidential, as well as no harm is done to them. (Chilisa, 2005). Before collecting data, permission was obtained from the chairman of the department in an official letter. The participants were informed about the aim of collecting data and were given a consent form to sign which provided them with an option to withdraw from the study if they didn't wish to take part.

Data Analysis

The primary aim of this section is to know the perceptions about using technology in the English Language learning Classroom. The analysis was discussed below in percentage using the Likert scale 1, agree, 2, strongly agree, 3 disagree, 4 strongly disagree, 5 neither agree nor disagree. The table presents how far they are interested or not to use technology in the English Language learning classroom.

Part. A Technology in English Language Learning classroom

Table No. 1 Technology in English Language Learning Classroom

SNO	Statement	A	SA	DA	SD	N	Total	Total	No
1	It is important to include technology in the English language learning classroom.	56.0	43.0	1.0	0.0	0.0	100.0	100.0	50
2	I enjoy learning English through technology in the classroom.	48.0	46.0	5.0	1.0	0.0	100.0	100.0	50
3	A student's ability to learn English to its fullest extent is limited by the lack of technology in the classroom.	62.0	18.0	14.0	1.0	5.0	100.0	100.0	50
4	The more technology we use in English language learning classroom would create a disconnect between the students and the teacher.	55.0	9.0	27.0	2.0	7.0	100.0	100.0	50
5	The English Language course at <u>SBBU</u> offers blended learning where some components are taught online.	33.0	5.0	53.0	0.0	9.0	100.0	100.0	50
6	The English Language course at SBBU offers are traditional face to face learning.	59.0	20.0	17.0	1.0	3.0	100.0	100.0	50
7	The English Language course at SBBU offers are completely online.	31.0	11.0	45.0	4.0	9.0	100.0	100.0	50
8	I am a member of a mailing list or discussion forum for learning the English Language at SBBU.	16.0	12.0	44.0	16.0	12.0	100.0	100.0	50
9	I wish my English language teachers in the university would use and integrate more technology in their teaching.	48.0	28.0	20.0	2.0	2.0	100.0	100.0	50
10	Technology makes me feel connected to my English language teachers.	58.0	25.0	13.0	3.0	1.0	100.0	100.0	50

11	I get more actively involved in English language course that uses technology	53.0	30.0	15.0	1.0	1.0	100.0	100.0	50
12	Online materials from English language course lectures make me more likely to skip classes	45.0	23.0	24.0	3.0	5.0	100.0	100.0	50

Table No. 1 given above, in part 1 shows the views of respondents (students) about information technology and their interest in using information technology in English Language classrooms. Item no 1 shows 56% of students agree that technology should be part of the English language learning classroom, 43% strongly agree, which shows that they want to include technology in their English classrooms. Item no 2 received answers of 48% agreement, 46% strongly in agreement and 5% in disagreement. This indicates that they like to utilize technology in English language classrooms. Item no 3 revealed a 62% Positive reaction; this means that most students agree that the lack of technology hinders their progress in the English language classroom. Item no 4 depicts that 55% of teachers and students are disconnected due to more technology. Item no 6 shows that 53% disagree with the idea of the study method of blended learning at the institute. Item no 7 shows 59% agree that currently, they are studying traditional learning. Item no 8 reflects that 45% disagree with studying currently online. Likewise, item no 9 indicates that 44% disagree that forums and mailing lists are not available to them. However, item 10 depicts that 48% agree that classroom technology should be utilized more by teachers. Item no 11 reveals that 58% agree more and more teachers are connected to students thanks to technology. Furthermore, item no 12 shows that 53% of students have a positive response towards actively being involved in online courses. Additionally, in item no 13, 45% of respondents are likely to skip classes if the material will available online. General, findings revealed that learners have agreement towards technology use in the classroom.

Part 2 Technology-Enabled Learning Environment.

Table No. 2 below presents the data about the availability of technology in English language classrooms. This would generate a discussion about the infrastructure in the discussion below.

Table No. 2: Availability of technology in the English language classrooms.

S No	Statement	Poor	Fair	Neutral	Good	Excellent	Not Available	Total	No
1	Classroom Computing systems, presentation systems, lecture capture systems, and SMART boards) boards, etc.)	20.0	32.0	10.0	8.0	18.0	12.0	100.0	50

2	Computer labs (Internet access and performing language related activities)	28.0	26.0	12.0	14.0	8.0	12.0	100.0	50
3	(Institutional) Email services	33.0	9.0	11.0	10.0	4.0	33.0	100.0	50
4	Learning Management System (e.g. Moodle, etc.)	11.0	3.0	5.0	1.0	3.0	77.0	100.0	50
5	E-Portfolio	13.0	7.0	3.0	3.0	2.0	72.0	100.0	50
6	Internet bandwidth and speed (downloads and uploads)	47.0	9.0	10.0	4.0	3.0	27.0	100.0	50
7	Wi-Fi access	40.0	16.0	10.0	12.0	8.0	14.0	100.0	50
8	Online or virtual technologies (e.g. network or cloud-based file storage)	31.0	3.0	15.0	10.0	3.0	38.0	100.0	50
9	Software (e.g. MATLAB, GIS applications, statistical software, qualitative data analysis, graphics software, textual or image analysis program, etc.) is required.	22.0	6.0	14.0	8.0	4.0	46.0	100.0	50
10	Open-source software can be downloaded and used for teaching and learning	34.0	5.0	3.0	6.0	1.0	51.0	100.0	50
11	Support for maintenance and repair of ICTs	17.0	5.0	7.0	9.0	2.0	60.0	100.0	50

12	Access to data storage	22.0	5.0	9.0	3.0	5.0	56.0	100.0	50
13	Data visualization software	11.0	3.0	5.0	1.0	7.0	73.0	100.0	50
14	Citation/reference management software	18.0	6.0	2.0	2.0	9.0	63.0	100.0	50
15	Plagiarism detection software	10.0	64.0	16.0	2.0	2.0	6.0	100.0	50
16	Institutional repository for sharing of research	16.0	6.0	6.0	6.0	4.0	62.0	100.0	50
17	e-Journals	15.0	5.0	9.0	3.0	3.0	65.0	100.0	50
18	e-Books	15.0	3.0	11.0	9.0	1.0	61.0	100.0	50
19	Citation databases	21.0	7.0	3.0	3.0	3.0	63.0	100.0	50
20	Bibliographic databases	14.0	3.0	10.0	3.0	4.0	66.0	100.0	50
21	E-Newspapers	7.0	3.0	7.0	3.0	3.0	77.0	100.0	50

In this part, students rated their experiences with resources/services/spaces provided by their university. It shows that a huge majority of the respondents are unaware of asked services and resources whereas a small percent is aware of the above-asked resources. The above findings suggested must introduce resources such as Moodle, e-Portfolios, e-books, e-journals, databases, citations, e-newspapers, and bibliographic databases are available for use. for students. Furthermore, Technology strengthens learners individually and in teamwork and collaboration as well. It is also an exceptional force for learning whether it is in face to face or online learning. Petrides (2002) showed that participants found it to be helpful to work with other learners in an online course without having to modify the plan for everybody as would be the case in a traditional classroom environment. Research studies about too upheld the truth that online course will be as compelling as a conventional course in case it is outlined properly (Nguyen, 2015)

Technology in the English language learning classroom is very exciting and motivating. To keep up with the times, education must evolve and provide learners with a more meaningful learning experience as technologies continue to advance. Interactive language classes can be enhanced and promoted by the use of technology-based content. Knowledge of modern technology goes beyond the conventional concept so fusing modern appliances and devices, but instead is gained by experiencing innovative systems and methods of teaching that allow learners to progress faster and more comprehensively. It is important, however, that the students are trained to use the technology and the technology is designed appropriately to utilize with success.

Conclusion

Based on the findings of this study, students' perspectives regarding the use of technology in English language learning in SBBU, and SBA contexts have a variety of implications. The study concluded that students at SBBU are in favour of utilizing technology in their classrooms. The

majority of students are inclined to flip classes, to adopt blended learning, and a very small percentage of students support the traditional way of teaching. A university does not have advanced technology resources such as Moodle, e-Portfolios, databases, Citation, e-Newspapers, bibliographic databases, e-books, e-journals, etc. In today's society, technology, almost every sphere of life depends on it, and it assumes a fundamental role in the field of education. As long as the nation does not make use of the technology methods and procedures to advance its education sector, it will remain underdeveloped. Education and technology go hand in hand. Pakistan's educational advancement requires embracing and utilizing technology. As technologically rich classrooms become increasingly attractive and dynamic, learners are drawn in. Furthermore, educators and students have a strong relationship with technology. Nowadays, technology plays a very crucial role in almost every aspect of life, including education. Underdeveloped countries will remain underdeveloped if technology is not properly used in educational institutions.

Recommendations

In the English language learning classroom, advanced technology must be introduced by using web-based learning technologies. We need to use technology in the classroom. By doing so, students can learn the technologies they will need in the future. To make learners aware of the significance of educational technology, institutions should organize workshops and seminars. Using technology in classrooms and outside of classrooms must be taught in introductory courses at the university. Using online forums and different websites, they will be able to make their learning efficient and effective. The institution should provide instructors with more opportunities to use educational technology. Additionally, it will benefit in learning process and examination process of learners.

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