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RESEARCH PAPER

Effects of Technology in English Language Teaching and Learning with The Institutional Performance of High Secondary Schools: An Exploratry Study

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ABSTRACT

The development of technology and innovations has been introduced in education. Currently, there are several technological devices that can be used to facilitate teaching and serve learners' needs. The purpose behind this study aims to shed light on the role of educational technology and its importance in the field of EFL teaching and learning. It explored the most commonly used technological tools. To construct this study, a mixed-method design was conducted in different schools at the secondary level. Quantitative data were selected through a simple random sampling technique, qualitative data were selected through purposive samples, and the researcher addressed the questionnaire to the learners and semi-structured interviews with the students as well as the teachers under the supervision of the supervisor. The findings of the study revealed that both teachers and learners supported the use of educational technology.

| **KEYWORDS** | English Language Teaching, Technology Use, Secondary Level, Mixed Method |

Introduction

Technology has impacted the lives of everyone more or less, in recent years, advancement and ease of using technology have made everyone wonder how technology can improve the way we do things. The key is awareness ad to determine how technology can add value. The impact of technology has been tremendous recently and that is the reason distance education has soared.

The National Education Policy, 2012 focuses on the need for learning English for communicative purposes. "therefore, the curriculum focuses on teaching- learning English as a skill-based subject so that learners can use English in their real-life situations by acquiring necessary language skills as well as knowledge, learning about cultures and values, developing positive attitudes, pursuing higher education and having better access to local and global employment".

In today's world technology is used in every sphere of life. The education system is not out of this circle, both for teaching and learning. According to the International Society for Technology in Education (ISTE) of the U.S. Department of Education: "Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area. Technology should become an integral part of how the classroom can function- as accessible as all other classroom tools. The focus in each lesson or unit is the curriculum outcome, not the technology(Huang, 2000)

Technology is also considered an important tool for teaching the English language. A large number of English language teachers around the world use technology

in teaching the English language. The conventional teaching techniques often conflict with new instructional strategies introduced in many educational development programs such as using technologies in their teaching. It was pointed out that "technology is changing the jobs of language teachers through the change it prompts in the language itself, the opportunities for language, and the options available for teaching language" Current technology provides new opportunities to increase the effectiveness of language learning and teaching, especially in the field of teaching and foreign languages. In a developed country, it is a very common feature of using different technologies and the Internet in classrooms, they are benefitted of using them in the classroom (Min Pun, 2013)

Envision the experience of these students as they embark on living in a foreign country, faced with the task of fully engaging in a new language while grasping academic subjects at their grade level. It is of utmost importance for educators to incorporate effective techniques within the classroom that not only assist students in acclimating to the language but also in nurturing their growth as independent learners. Educators must recognize that English language learners are more susceptible to being mistakenly referred for special education, encountering improper educational support if identified, and confronting difficulties in accessing curriculum due to language obstacles (Raihan, 2012). For these reasons, teachers need to be allowed to engage in several professional development opportunities to learn the best practices in working with ELL students so they feel supported and receive the appropriate education. Although teaching and learning aspects within the classroom, technology is important to implement the classroom, to support student growth and differentiation: "Technology should not replace the great things already happening in your classroom, but it can enhance, augment, and improve the teaching and learning experience when used for specific purpose". By allowing teachers to attend professional development workshops they will gain knowledge and understanding of how to implement technology(Alison Mackey, 2022)

The issue of English language teaching and learning has become a central topic in contemporary educational discussions, as research consistently shows subpar student achievement across all levels. In this era of widespread technology use, it is evident that technology has permeated the teaching field on a global scale. Educational institutions have embraced technology in their current and future curricula, leading to the prominence of technological and media-based pedagogies due to their proven effectiveness in enhancing learning outcomes, surpassing traditional teaching methods (Salaberry, 2007).

Traditional teaching practices suffer from several drawbacks, including the reliance on outdated learning aids like blackboards and textbooks, where teachers merely deliver information without considering its impact. Utilization of simplistic strategies that do not cater to the purpose of learning or the fundamental needs of students. These teacher-centric approaches position learners as passive recipients, focusing on reproducing information rather than fostering understanding. Overreliance on received sounds and images, neglecting meaningful interaction and discussions with teachers.

Evaluation of students based on set texts leads to boredom, lack of motivation, and decreased attention in language acquisition, unlike modern technological methods that offer various incentives to promote timely and positive English language skill development.

Considering the aforementioned challenges, this study aims to identify the root causes of the problem and propose potential solutions by introducing a range of modern technologies into the context of English language teaching.

Literature Review

The use of technology "in second- and foreign-language teaching is characterized by the use of multimedia and the internet" (Patel, 2013). According to Pandey (208), "multimedia is a combination of text, audio, still images, animation, video or interactivity content forms. When students learn with computers, technology is viewed as a resource to help them develop, among other things, higher-order thinking, creativity, and research skills a researcher is concerned about how multimedia influences both teaching and learning in our country, so it is very important to know what is multimedia in the language classroom. According to Pandey, "Multimedia is a combination of text, audio, still images, animation, video or interactivity content forms. It is usually recorded and played, displayed or accessed by information content processing devices such as computerized and electronic media devices but also be part of a live performance (multimedia)." Multimedia is being used for information in the forms of texts, graphs, pictures, audio, and video. When both images and sounds are presented together then it is more appealing to its audiences. That is why the use of multimedia is becoming popular day by day among teachers as well as students. It is not enough to use multimedia in the classroom to motivate students. But also requires to "use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible multimedia" (Pandey, 2018).One more thing is that multimedia cannot be a substitute for teachers because the teacher always works as a "facilitator" in the classroom. A good teacher knows well how teachers can make their classroom or lesson better and more attractive by using technology(Ivy, 2012).

In traditional classrooms, teachers usually stand in front of students and give lectures and also give explanations and instructions by using a blackboard or whiteboard. "These techniques need slightly to be modified regarding the development of the technology" (Farooqui, 2014). The use of multimedia texts in the classroom helps students to become increasingly familiar with academic vocabulary and language structure. "The use of multimedia described here makes use of print texts, film and internet to develop and enhance linguistics and knowledge" The Use of print film and internet allows students to gather information and introduce them to various materials for analysis and interpretation of both language and contexts. "Internet presents students a wide range of collection of English language texts in many discipline departments" Use of the internet can make the benefits to increase students' motivation. In addition, the use of films in teaching can help students to understand the topic with enthusiasm and develop their knowledge. Sometimes teachers try to support their students to learn from and about technology but ignore the most important aspect of learning with technology (Dr.Susikaran.R.S.A, 2013).

Material and Methods

Research design

The study involved a mixed method study design to explore the effects of technology in English language learning and teaching at a higher level of secondary schools. This was a single case study design appropriately suited to examine and inquire about a specific context in its natural setting.

Population and sampling

Quantitative data

The approach used for this study is a case study. A quantitative approach is based on information or data which can be analyzed numerically. quantitative research involves structured questions where response options are predetermined and results can be generalized through numerical analysis.

Qualitative data

On the other hand, in qualitative research open-ended questions were used which enable respondents to express their views and thoughts.

Data Collection

The selection of participants for this study is based on a strategy referred to as, "purposeful selection". A double instrumental study design was employed to study this problem. In a double instrumental study design, the researcher focuses on an issue or concern and then selects one bounded case to illustrate this issue The researcher wanted to research in her school about the minimum level of proficiency required by middle school teachers and students. The researcher focused on 6, 7, and 8 grades for the study. Proper permission was taken before the study was conducted. The observations were informed. The population of the study included The Educators Al-Qadir Campus, H.Q School System, and Lahore Grammar School Shah Jamal campus (Middle School Language Teachers and students), in district Lahore. In this study the instruments used in the form of semi-structured interviews, questionnaires, discussions with focus groups, and classroom observation. To conduct the study, the researcher interviewed educational managers and language teachers in middle schools. The researchers analyzed the gaps in teachers' and students' points of view and its practical implementation. After gathering the data through questionnaires, observation, and discussion with the focus group the researcher systematically analyzed them and arranged the data in proper form. The recorded interviews were transcribed and thoroughly read by the researcher. Data was analyzed through themes and codes. The researcher highlighted similar codes that emerged from the interview data of all teachers. Themes emerged after careful data analysis. Themes were given a code or a name for data analysis. Similarities and differences among the points of view of teachers and educational managers were analyzed. The researcher used the observation tool as well. The teachers were informed about the class observations beforehand. The researcher wrote her view and observed facts roughly first. As a secondary step, observations were compared with the interview data. The researcher used both closed-ended and open-ended questions in the questionnaire there were a total of 18 questions in the questionnaire. Among them, 5 were closed-ended and 13 were open-ended questions in qualitative data and this data was collected by principals, headmistress, and language teachers of levels 6, 7, 8 and for Quantitative data the questionnaire is based on 11 (eleven) statements which filled by both teachers and students. After collecting the responses, the researchers analyzed the data on a scale of 100 and demonstrated them in percentage. The results were shown in tabulated manner and through graphs. The researcher also analyzed the information obtained through open-ended questions. The data of these forms of analysis are presented in the form of descriptive and inferential statistics. Data is analyzed by the Statistics Package for Social Sciences (SPSS).
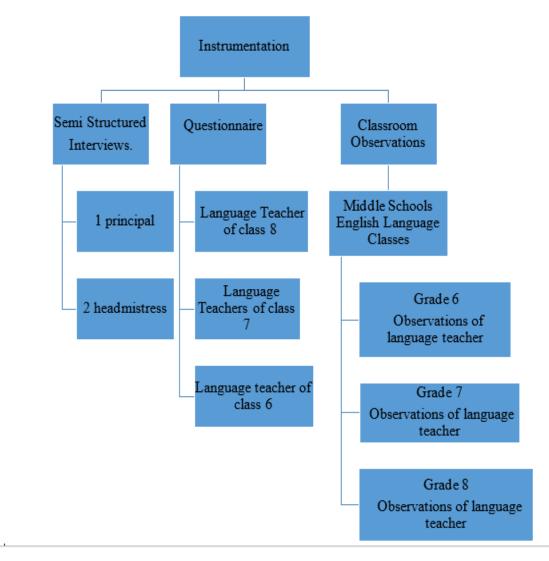
Figure 1 Research instruments and Data collection

Results and Discussion

Which technologies are being used in the ESL classroom?

Required participant's principal headmistress and language teachers to tick the technologies which they use in their classroom. They were also given an option to mention the name of any other technology. The responses have been shown in the given table.

Table 1
Technology usage in classroom

Name of the Technology	P1 (Principal)	P2 (Headmistress)	L1 (Language teacher of grade 8)	L2 Language teacher of grade 7)	L3 Language teacher of grade 6)
Multimedia Projector	3 0.6%	6 0.12%	10 0.20%	12 0.24%	12 0.24%
Internet	4 0.8%	5 0.10%	1 0.2%	3 0.6%	2 0.2%
Presentation Software	4 0.8%	7 0.14%	0 0.0%	6 0.12%	10 0.20%
Word Processing	0 0.0%	4 0.8%	7 0.14%	2 0.4%	9 0.18%

Digital Video	4 0.8%	5 0.10%	6 0.12%	8 0.16%	5 0.10%
Audio	4 0.8%	5 0.10%	8 0.16%	9 0.18%	6 0.12%
Web Page	0 0.0%	3 0.9%	0 0.0%	0 0.0%	4 0.8%
E-mail	2 0.4%	2 0.4%	6 0.12%	7 0.14%	9 0.18%
Video conferencing	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Touch screen board	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

Participants were given codes.HP1 for the Principal, HP2 for the Headmistress and LT1 language teacher of class 8, LT2 language teacher of class7, LT3 language teacher of class 6.HP1 of these three schools were 60% agree to use multimedia in language classroom and 80% of them use presentation software to teach different skills and system of language. Only 40% of them agree for using e-mail for teaching language. In respect of use of other forms of technology, the percentage varies as shown in the above table.

In the observation the questionnaire is in quantitative form and researchers found the data in statistical form which based on eleven statements that filled by teachers as well as students.

Table 2
Technology impact on student learning

			Respondent		Total
			Student	Teacher	
Disagree		'f'	3	1	4
		%	6.0%	2.0%	4.0%
Strongly disagree		'f'	2	5	7
		%	4.0%	10.0%	14.0%
Neutral		'f'	0	2	2
		%	0.0%	4.0%	2.0%
Agree		'f'	18	41	59
		%	36.0%	82.0%	118.0%
Strongly agree		'f'	27	1	28
		%	54.0%	2.0%	56.0%
Total		'f'	50	50	100
		%	100.0%	100.0%	100.0%

Table 2 indicates that 54.0% students and 2.0% teachers were strongly agreed, 36.0% students and 82.0% teachers agreed, 6.0% students and 2.0% of teachers disagreed and 4.0% students and 10.0% teachers strongly disagreed with the statement. Only 0.0% students and 4.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "technology has a positive impact on student learning".

Table 3
Technology creates interesting atmosphere rather than traditional classroom

			Respondent		Total
			Student	Teacher	
Strongly disagree		'f'	1	1	2
		%	2.0%	2.0%	2.0%
Disagree		'f'	2	0	2
		%	4.0%	0.0%	2.0%
Neutral		'f'	1	5	6

		Student	Teacher	Total
	%	2.0%	10.0%	6.0%
Agree	'f'	31	41	72
	%	62.0%	82.0%	72.0%
Strongly agree	'f'	15	3	18
	%	30.0%	6.0%	18.0%
Total	'f'	50	50	100
	%	100.0%	100.0%	100.0%

Table 3.3 indicates that 30.0% students and 6.0% teachers were strongly agreed, 62.0% students and 82.0% teachers agreed, 4.0% students and 0% teachers disagreed and 2.0% students and 2.0% of teachers strongly disagreed with the statement. Only 2.0% students and 10.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "technology creates interesting atmosphere rather than traditional classroom".

Table 4
Multimedia technology help students to manage their presentation in well manner.

		Respondent		Total
		Student	Teacher	
Disagree	'f'	5	3	8
	%	10.0%	6.0%	16.0%
Neutral	'f'	0	4	4
	%	0.0%	8.0%	4.0%
Agree	'f'	21	20	41
	%	42.0%	40.0%	82.0%
Strongly agree	'f'	23	22	45
	%	56.0%	44.0%	90.0%
Strongly disagree	'f'	1	1	2
	%	2.0%	2.0%	4.0%
Total	'f'	50	50	100
	%	100.0%	100.0%	100.0%

Table 4 indicates that 56.0% students and 44.0% teachers were strongly agreed, 42.0% students and 40.0% teachers agreed, 10.0% students and 6.0% teachers disagreed and 2.0% students and 2.0% of teachers strongly disagreed with the statement. Only 0.0% students and 8.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "multimedia technology help students to manage their presentation in well manner".

Table 5
Multimedia Technology encourage their learners to learn a second language in a new way.

		Respondent		Total
		Student	Teacher	
Strongly disagree	'f'	5	2	7
	%	10.0%	4.0%	7.0%
Disagree	'f'	12	6	18
	%	24.0%	12.0%	18.0%
Neutral	'f'	2	0	2
	%	4.0%	0.0%	2.0%
Agree	'f'	20	4	24
	%	40.0%	8.0%	24.0%
Strongly agree	'f'	11	38	49
	%	22.0%	76.0%	49.0%
Total	'f'	50	50	100
	%	100.0%	100.0%	100.0%

Table 5 indicates that 22.0% students and 76.0% teachers were strongly agreed, 40.0% students and 8.0% teachers agreed, 24.0% students and 12.0% teachers disagreed and 10.0% students and 4.0% teachers strongly disagreed with the statement. Only 4.0% students and 0.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "Multimedia technology encourage their learners to learn a second language in a new way".

Table 6
Using technology in class attract ESL learners

		Respondent		Total
		Student	**Teacher**	**Total**
Strongly disagree	'ƒ'	5	4	9
	%	10.0%	8.0%	18.0%
Disagree	'ƒ'	0	13	13
	%	0.0%	26.0%	26.0%
Neutral	'ƒ'	6	10	10
	%	12.0%	20.0%	10.0%
Agree	'ƒ'	20	14	34
	%	40.0%	28.0%	34.0%
Strongly agree	'ƒ'	19	9	28
	%	38.0%	18.0%	28.0%
Total	'ƒ'	50	50	100
	%	100.0%	100.0%	100.0%

Table 6 indicates that 38.0% students and 18.0% teachers were strongly agreed, 40.0% students and 28.0% teachers agreed, 0.0% students and 26.0% teachers disagreed and 10.0% students and 8.0% teachers strongly disagreed with the statement. Only 12.0% students and 20.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "using technology in class attract ESL learners".

Table 7
Technology generates the chance for learners to improve their learning skills

		Respondent		Total
		Student	Teacher	Total
Strongly disagree	'ƒ'	1	0	1
	%	2.0%	0.0%	1.0%
Disagree	'ƒ'	2	1	3
	%	4.0%	2.0%	3.0%
Neutral	'ƒ'	1	11	12
	%	2.0%	22.0%	12.0%
Agree	'ƒ'	21	35	56
	%	42.0%	70.0%	56.0%
Strongly agree	'ƒ'	25	3	28
	%	50.0%	6.0%	28.0%
Total	'ƒ'	50	50	100
	%	100.0%	100.0%	100.0%

Table 7 indicates that 50.0% students and 6.0% teachers were strongly agreed, 42.0% students and 70.0% teachers agreed, 4.0% students and 2.0% of teachers disagreed and 2.0% students and 0.0% teachers strongly disagreed with the statement. Only 2.0% students and 22.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "technology generates the chance for learners to improve their learning skills".

Table 8
Technology facilitate the student to collaborate in and outside the classroom.

		Student	Teacher	Total
		Respondent		
Disagree	'f'	1	1	2
	%	2.0%	2.0%	2.0%
Neutral	'f'	1	21	22
	%	2.0%	42.0%	22.0%
Agree	'f'	14	23	37
	%	28.0%	46.0%	74.0%
Strongly agree	'f'	32	3	35
	%	64.0%	6.0%	70.0%
Strongly disagree	'f'	2	2	4
	%	4.0%	4.0%	8.0%
Total	'f'	50	50	100
	%	100.0%	100.0%	100.0%

Table 8 indicates that 64.0% students and 6.0% teachers were strongly agreed, 28.0% students and 46.0% teachers agreed, 2.0% students and 2.0% of teachers disagreed and 4.0% students and 4.0% teachers strongly disagreed with the statement. Only 2.0% students and 42.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "technology facilitate the student to collaborate in and outside the classroom".

Table 9
Technology helps to bring different language activities for ESL learners in the classroom.

		Student	Teacher	Total
		Respondent		
Strongly disagree	'f'	0	1	1
	%	0.0%	2.0%	1.0%
Disagree	'f'	6	6	12
	%	12.0%	12.0%	12.0%
Neutral	'f'	4	11	15
	%	8.0%	22.0%	15.0%
Agree	'f'	24	27	51
	%	48.0%	54.0%	51.0%
Strongly agree	'f'	16	5	21
	%	32.0%	10.0%	21.0%
Total	'f'	50	50	100
	%	100.0%	100.0%	100.0%

Table 9 indicates that 32.0% students and 10.0% teachers were strongly agreed, 48.0% students and 54.0% teachers agreed, 12.0% students and 12.0% teachers disagreed and 0.0% students and 2.0% of teachers strongly disagreed with the statement. Only 48.0% students and 54.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "technology helps to bring different language activities for ESL learners in the classroom that would otherwise impossible".

Table 10
Audio, video and music help ESL learners to understand second language.

		Student	Teacher	Total
		Respondent		
Strongly disagree	'f'	3	0	3
	%	6.0%	0.0%	3.0%

Disagree	'f'	2	1	3
	%	4.0%	2.0%	3.0%
Neutral	'f'	2	15	17
	%	4.0%	30.0%	17.0%
Agree	'f'	33	32	65
	%	66.0%	64.0%	65.0%
Strongly agree	'f'	10	2	12
	%	20.0%	4.0%	12.0%
Total	'f'	50	50	100
	%	100.0%	100.0%	100.0%

Table 10 indicates that 20.0% students and 4.0% teachers were strongly agreed, 66.0% students and 64.0% teachers agreed, 4.0% students and 2.0% of teachers disagreed and 6.0% students and 0.0% teachers strongly disagreed with the statement. Only 66.0% students and 64.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "audio, video, and music help ESL learners to understand second language".

Table 11
Technology help the ESL learners as well as for teachers to access information at any time.

		Respondent		Total
		Student	Teacher	
Disagree	'f'	1	3	4
	%	2.0%	6.0%	8.0%
Neutral	'f'	6	16	22
	%	12.0%	32.0%	22.0%
Agree	'f'	20	19	39
	%	40.0%	38.0%	78.0%
Strongly agree	'f'	20	9	29
	%	40.0%	18.0%	29.0%
Strongly disagree	'f'	3	3	6
	%	6.0%	6.0%	12.0%
Total	'f'	50	50	100
	%	100.0%	100.0%	100.0%

Table 11 indicates that 40.0% students and 18.0% teachers were strongly agreed, 40.0% students and 38.0% teachers agreed, 2.0% students and 6.0% teachers disagreed and 6.0% students and 6.0% teachers strongly disagreed with the statement. Only 40.0% students and 18.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "Technology help the ESL learners as well as for teachers to access information at any time."

Table 12
Technology helps to accelerate the acquisition of phonics, vocabulary, and encourage language development.

		Respondent		
		Student	Teacher	Total
Disagree	'f'	2	3	5
	%	4.0%	6.0%	10.0%
Neutral	'f'	2	6	8
	%	4.0%	12.0%	16.0%
Agree	'f'	21	33	54
	%	42.0%	66.0%	54.0%
Strongly agree	'f'	23	5	28

		%	46.0%	10.0%	28.0%
	Strongly	'f'	2	3	5
	disagree	%	4.0%	6.0%	10.0%
Total		'f'	50	50	100
		%	100.0%	100.0%	100.0%

Table 12 indicates that 46.0% students and 10.0% teachers were strongly agreed, 42.0% students and 66.0% teachers agreed, 4.0% and 6.0% of teachers disagreed and 4.0% students and 6.0% teachers strongly disagreed with the statement. Only 4.0% students and 12.0% teachers remained neutral. It is concluded that the majority of students and teachers agreed that "Technology help to accelerate the acquisition of phonics, vocabulary, and encourage language development."

Table 13
t test for difference of views between students and teachers about the use of Technology

	Respondent	N	Mean	*S.D*	't'	df	P
Use of Technology	Student	50	4.15	.418	5.217	98	.000
	Teacher	50	3.77	.296			

The *t* test was applied to find the difference between students and teachers. The results revealed that there is a significant difference found between students and teacher's views about the use of technology (*t* = 5.217, *p*< 0.05).

It is concluded that there is a significant difference found among students and teachers' views about the use of technology. The students were more in favor of use of technology than students.

Table 14
Mean scores and standard deviations of responses

Statements	Respondent	N	M	S.D
Technology has a positive impact on student learning.	Student	50	4.46	.788
	Teacher	50	3.94	.373
Technology creates interesting atmosphere rather than traditional classroom.	Student	50	4.14	.808
	Teacher	50	3.90	.580
Multimedia technology helps students to manage their presentation in well manner.	Student	50	4.52	.614
	Teacher	50	3.94	.470
Multimedia technology encourage their learners to learn a second language in a new way.	Student	50	3.40	1.340
	Teacher	50	4.40	1.212
Using technology in class attract ESL learners.	Student	50	3.78	1.433
	Teacher	50	3.22	1.250
Technology generates the chance for learners to improve their learning skills.	Student	50	4.34	.872
	Teacher	50	3.80	.571
Technology facilitate the student to collaborate in and outside the classroom.	Student	50	4.62	.635
	Teacher	50	3.60	.639
Technology helps to bring different language activities for ESL learners in the classroom that would be otherwise impossible.	Student	50	4.00	.948
	Teacher	50	3.58	.906
Audio, video and music help ESL learners to understand second language.	Student	50	3.90	.974
	Teacher	50	3.70	.580
Technology help the ESL learners as well as for teachers to access information at any time.	Student	50	4.24	.744
	Teacher	50	3.62	.923
Technology helps to accelerate the acquisition of phonics, vocabulary, and encourage language development.	Student	50	4.26	.876
	Teacher	50	3.80	.700

Discussion

This discussion suggests that all teachers need basic knowledge regarding usage of technology in different ways which help them to teach different language functions like language grammatical, semantic, syntactic and phonological competence.

It could thus be inferred from the above findings that develop proficiency in English language is required for all teachers.

The findings in this research therefore agreed with the findings that proved technology in ESL classroom now an important factor because competency in English significantly performance in intelligence and various skills including learner's characteristics, linguistic factors, medium of instruction, context, and purpose of language acquisition. Succinctly, it is true to opine that lack of proficiency in English language is one of the factors contributing to poor performance in academic field. The findings separately asserted that a lack of adequate mastery of English language and lack of knowledge regarding technology is a major problems relating to inadequate understanding of the teacher's speech that results from poor vocabulary and syntactic knowledge, deficient language background and resulting in poor performance in their field.

Researchers found that taught through technology in the language classroom attract the L2 learners as language teachers mentioned in their interviews that digital technology is ideally placed to help teachers working with learners, and learners learn independently to do the necessary task. Researchers found ways through this research for people to do meaningful speech in class that could be very challenging, particularly if, language teacher had a lack of confidence in his\ her own spoken skills than they can take help from technology like they create links their class with other classes around the world, using tools such as multimedia, video, and audio clips that can give a reason for a learner to ask questions and then try to understand the response. It might also provide support to teacher too, the technology mediates the process, getting language out there and giving feedback.

Another area where researchers found that technology supports very effectively is project work that always tried to encourage learners to learn about things through language. Getting learners to do work about topics that are of interest to them, or topics that are taught in other parts of the curriculum. Sometimes called content and language integrated learning or CLIL is a great way to improve their skills.

Conclusion

In view of the findings of this study, it is enough to conclude that the effects of technology in English language teaching and learning at the secondary level are strongly related to students and teacher's academic performance. These studies have shown that the use of multimedia and the internet has a positive impact on language teaching. It helps to promote a communicative approach to teaching, use authentic materials, and introduce a lot of exposure to students. If the government of Punjab introduced the use of technology and the internet for both teaching and learning because the English language is in the national curriculum, students would be motivated to learn it accurately and learn how to use English in real life. Because of the poor quality of English, a lot of meritorious students fail to get admission to good and reputed schools. Therefore, attention should be given to the use of technology in school's level throughout the country so that teachers can teach different skills of English language efficiently and students can learn the language with proper understanding. Textbooks are not always

enough to teach the English language, as the purpose of the language is to be used in a real-life context. To use in a real-life context, learners need to get a lot of variety exposure to improve their proficiency level. The use of multimedia and the internet in the classroom helps to provide different types of authentic language material. The researchers also conclude that education experts should consider the issue and provide some audio or visual material with the textbook so that students can learn the English language properly.

Recommendations

In light of the findings and discussion, it would be suggested that:

1. The Ministry of Education and other education experts should not only introduce but also plan widespread training programs throughout the country to get the best outcomes from language teachers.

2. It would be suggested that the traditional teaching method be substituted with an advanced teaching method in schools because the advanced method is more effective and attractive.

3. Researchers suggest that grammar should be taught through a communicative approach so, teachers need to be aware and trained about how to teach grammar in technology-advanced classrooms and traditional classrooms.

4. The researchers suggest that government educational institutions that have strong financial support should implement the use of technology in government institutes.

5. The researcher knows that the use of technology would be beneficial for the teachers as well as the students, but the issue is that we do not have enough funds to install and maintain the necessary equipment. So it's the responsibility of the government to provide such a facility in our institute.

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