UTILIZATION OF TECHNOLOGICAL RESOURCES TO ENHANCE EFL SPEAKING SKILLS IN INDIA

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ABSTRACT

The broad acceptance of ICT (Information and Communication Technology) tools and the extensive use of mobile devices in the classroom are just two examples of the increasing reliance on technology in many parts of life. There are still no standards for when or how technology use should be implemented in colleges. The goal of this research is to determine if students' development in areas such as reading, writing, and listening is facilitated by the usage of mobile devices in English language classrooms. Interviews with relevant parties in the background help to validate such a comparison. Two semi-structured interviews were conducted, one with a current college professor and another with a previous college professor. It is obvious that mobile devices can be utilised to help students enhance their language abilities when combining the results of prior studies with interview data. The implicit proof was that the mobile devices were utilised to a certain amount in various classrooms as they exist in the students' daily lives, and that the educators should benefit from them to encourage the pupils, although these gadgets should be utilised for the proper reason.

Keywords: *EFL, Speaking Skills, Technological Resources, ICT.*

1. INTRODUCTION

The use of IT in education has been made possible by four major technological developments: the film and television industries, personal computers, and the Internet. Since the 1940s, this technique—first implemented via film—has been used in classrooms. For instance, the United States military has employed film as a teaching tool for decades. As a result, teachers quickly began using TV to reach their students. In the 1950s and 1960s, educational films were widely used in US public schools. The microcomputer, which was developed in the 1970s, marked the beginning of an exciting new era in educational computing. Educational technology's adoption rose in tandem with the rise of the Internet as a whole. As a result, the market for instructional software expanded. Computer-aided instruction (CAI) is the educational practise of utilising computers.

Computers have become a tool for developing instructional programmes with the advent of word processing and spreadsheet applications. Using these programmes, people might share their insights. The marketization of educational resources was another breakthrough. Professionals built complicated and extensive educational materials and these required educated support staff. Users started to feel like technology was a mystery. This educational technology blended text, graphics, sound, and video into one comprehensive product. The market for multimedia CD-ROMs has exploded. Microsoft Encarta is a good illustration. It's possible that this digital encyclopaedia will go down in history as the most widely used piece of educational software ever created.

The late 1990s Internet boom had a huge effect on classroom computers. Computer-mediated communications (CMC) allowed users to communicate with one another and with other computers and people through the usage of the internet. There are now two schools of thought when it comes to developing educational media. There are two distinct paths that can be taken in the realm of educational web environments; the first is the path taken by the new iteration of the creative individual who produces his own resources and maintains it on the web.   E-learning refers to a new form of electronic learning made possible by the widespread availability of the Internet. Earlier computer-based technologies are included in what is now known as "e-learning," which can be thought of as the most recent extension of technology in education. E-learning encompasses a wide range of topics.

Courseware, a learning management system, libraries and digital resources, and learner support services are all components that could make up an e-learning system (Davis). Technologies such as the Internet, human-computer interaction, multimedia, accounting, knowledge management, security, and telecommunications are all integral parts of e-learning (Zhang & Nunamaker).

E-learning goes beyond CAI (computer-assisted instruction) since it adds a social component to what was otherwise a solitary one (Piccoli et al.,). The ability for more student-teacher dialogue is widely regarded as one of e-learning's greatest strengths. E-learning isn't just a one-way conversation between a student and a computer; it also facilitates two-way conversations between students, teachers, and members of their learning communities. E-learning also gives high degrees of student control and facilitates participant contact and interaction continually during the learning process. The reasons for implementing IT in the classroom shifted as technology advanced. As was previously said, the original goal of educational technology was to serve as a useful aid to instruction. Later on though, scientists came to understand that IT was useless if it wasn't employed in a way that boosted teaching and learning. As a result,

moving beyond the hardware has become a priority in the field of educational technology. Now more than ever, educational psychologists and pedagogues are putting their attention on how technology might be used to enhance the classroom experience for students.

As digital tools improved in the classroom, so did the goals of its use. As previously mentioned, the idea behind edtech was that it would be a great teaching tool. Computer-based drill and practise was a primary method for imparting foundational skills and content knowledge to pupils. Teachers have also moved some of their in-person methods into online settings. Later, scientists realised that IT wouldn't be of any help until it could be improved and put to use in the classroom. Also, IT could help students strengthen their critical thinking, problem-solving, artistic, and other transferable skills. Educators and developers are increasingly seeing the value in incorporating IT into lesson plans, rather than just viewing it as a useful tool. Schunk argues that educational objectives should guide the implementation of IT. As a result, moving beyond the hardware has become a priority in the field of educational technology. Today, educational psychology and pedagogy inform the development of education

technology, with the goal of enhancing teaching and learning.

2. EDUCATIONAL TECHNOLOGY TOOLS

Learning a foreign language with the aid of technology can be beneficial in many ways. To further the goals of making learning authentic by providing students with materials and activities that are relevant to the real world, and to accommodate students' varying learning styles, and to foster a positive learning environment that is supportive and open to all, technology in the classroom can increase student interaction with one another and with "real-life audiences" outside the classroom.

It can help pupils interact with one another and develop their language abilities when used in the classroom. It's Hollenbeck and Hollenbeck. Plus, it livens up the classroom, Alkahtani. Chartrand argues that incorporating technology into the EFL classroom can empower students to take greater ownership of their language development, boost their self-esteem, and keep them engaged through the use of engaging content.

To try to communicate with other people is the primary motivation for learning English. According to Brown, Ommagio, and Widdowson, the purpose of English instruction is to help students become more fluent in spoken English so that they can interact with native speakers in a variety of settings.

- **Communicating Via Mobile Devices**

People have known for a while that mobile learning is one of the natural directions that CALL (computer-assisted language learning) will go. As smaller, lighter, and more powerful portable technologies get cheaper, they could become an important part of language learning classes instead of just being used in computer labs. There are a lot of reasons why mobile phones are useful for teaching and learning English, especially speaking and listening skills. Some of these reasons are the physical features (like size and weight), the input and output features (like screen size and audio functions), the ability to store and retrieve files, the processor speed, and the error rates (the number of times something goes wrong).

- **Laptops And Computers**

Around the middle of the 1960s, portable tape recorders and film strip projectors became commonplace in the classroom language lab. These new technologies were well received by all modern language departments. Language teachers changed

the way they taught by using tapes and other tools.

The tape player was useful because it let students hear a native speaker in the classroom, but it couldn't help students edit or record themselves, Mirhassani. Media inspires students by showing language in a fuller social setting and by bringing real-life situations into the classroom.

Media can also help students understand what they are learning and free up the teacher from having to explain everything all the time. Media also gives students fun ways to learn in the classroom. Both Brinton and Holten. Even though CALL has been around since the 1960s, the field really took off in the 1980s (Ahmad et al., Higgins & Johns). A lot of different names have been used for CALL, such as technology-enhanced language learning (TELL), computer-aided language teaching (CALI), and computer-aided language learning.

- **CALL Stands for Computer-Assisted Language Learning**

To learn a language, this is the term used for anything that uses aids to do so. The use of computers in teaching a language dates back to the 1960s. As the communicative approach gained popularity in the 1970s and 1980s, the term CALL came to dominate the field. Recent CALL studies have focused on improving the L2/FL environment through the use of CMC technologies, which allow students to communicate with one another in the target language. In CMC, more than two persons engage in a conversation through the use of a computer. You can also use the names Lunde and Warschauer. Since 1994, Morse, there has been a rise in the prevalence of CMC use in academic settings. The advantages of computer-mediated communication for learning a foreign or second language are numerous, including increased participation and student retention. This has led to the widespread use of this means of communication in many spheres of modern life. Warschauer and Resnick proposed incorporating computers into a constructivist learning environment as a means of fostering independent inquiry and knowledge acquisition. The person who was studying would be in command, thus they would determine what they would learn.

As guides, teachers would change how they teach based on what students say and how they organise the information they learn in class.

- **The Development of Computer-Assisted Language Instruction**

Computer-assisted language learning (CALL) refers to the practise of utilising computers to aid in the acquisition of a second language. There were several phases to this operation. Initially, the behaviouristic approach to learning formed the foundation for utilising computers to learn a language. At this time, CALL was utilised in the classroom more as a complement than a replacement for instruction, and comprised of software applications for practising language in drills.

- **"CAW" Stands for Computer-Assisted Speech**

Students gain confidence in their ability to express themselves through speaking. Writing is an important skill in any language, and the way it is taught and learned has a significant impact on how well students do in school and how much they retain. Computer-assisted speech instruction is a rapidly growing trend.

Two advantages of a computer-assisted course that were identified by Townshend were students' access to more extensive materials and the higher quality of their discussions and presentations. According to the 'meta-analysis' conducted by

Bangert-Drowns, the quality of computer-generated text has improved in the majority of cases.

- **Computer With Word Processing Capabilities**

A word processor is a type of computer programme that can edit, check, and fix grammatical, spelling, and stylistic mistakes. Huss found that among computer-mediated educational software, the word processor was the most popular.

Word processors have seven main uses, as defined by Brierley and Kemble, who call it "the most enabling and beneficial of all the computer tool software." These uses include formatting, cutting and pasting, inserting and deleting, searching, editing vertically, horizontally, and across. The word processor has been suggested to be a primary medium for a successful speaking approach. He felt this method would help the vast majority of pupils perform well on oral presentations.

3. ENGLISH IN INDIA

Although it is recognised as a "assistant language" in official documents, English is often considered to be India's national language. It is the second most widely spoken language in India, after Hindi, and is also one of the country's official

languages. Native English speakers from India will always be eager to demonstrate their proficiency. For many Indians, learning English is a symbol of progress towards a more enlightened and cultured life. Those from India who are bilingual in English and another Indian language will most likely mix the two when speaking. It is also common for Indians to switch to proficient English midway through a conversation. Among the many various Indian languages, English is the common language of communication. English is particularly significant in several systems - legal, financial, educational, business - in India. Foreign films were solely shown in English and were intended for an English-speaking audience in India till the early 1990s. The fact that India was formerly a British colony explains why its people place such a premium on the English language. When the British took control of India, they looked to Indian intermediaries for assistance in running the country. To help them, the British recruited members of India's upper castes. They employed a large number of Brahmans and other members of India's upper castes. The goal of British strategy was to cultivate a stratum of Indian society that shared the colonial mindset, or "Indians in blood and colour but English in taste, in opinions, and in morals and intellect," as the saying went at the time in Britain. The British

also imposed their educational paradigm on India by establishing universities that taught exclusively in English. These Indians, like many others, attended schools in Britain for further education. In 1813, English Christian missionaries from Britain arrived in India and began constructing basic schools where Indian children were taught in the native language. Later on, missionaries erected high schools where English was used as the medium of teaching, making fluency in the language essential for any Indian student. University construction by the British in India started in 1857. English replaced Sanskrit as the medium of instruction in Indian schools. Even India's "modern" leaders of the time saw English as essential to their nation's progress. Those from India with a command of the English language were elevated to positions of power. There were a lot of brand-new schools that only taught in English. Because of British legislation mandating English as the language of instruction at the university level, ambitious Indians tended to favour schools that placed a heavy emphasis on the English language. Even after India's independence, English remained the main language of India. Although it was only recognised as a "assistant" language and was expected to be phased out after 15 years of India's independence, Hindi has

continued to play a significant role in the country's culture and politics.

3.1. History of English

a) Pre-Colonial Times

The East India Company was largely responsible for bringing the English language to India in the 17th century. It was established to facilitate trade with India and other eastern countries. At first, the British attempted to converse with the Indians by learning Indian languages. They established dedicated universities to serve this goal. They used the translators as well. As their political influence grew, however, the British established new provinces in India, including Bengal, Madras, and Bombay. Therefore, the English merchants prioritised English above Indian languages. The Indians might learn English at some mission schools.

b) The Colonial Era

India became its own country, and its government had to decide how to deal with the English. They chose Hindi as the legal language. It was decided that regional languages should be national languages. English had to be made the other official language in some states. India was quickly getting more universities and schools. People from the society that wasn't getting enough attention also came forward to learn English. English was taught in more than just a few top schools and colleges. There were, however, complaints about the level of English. Many commissions were set up by the government to raise the level of English taught in schools and universities. All of these things would cut us off from the stream of new information that is always coming in.

c) English Language Instruction After Colonisation

The practise of using the English language to share the gospel message has a long and storied history. There has been heated debate among missionaries regarding whether or not it is effective for this goal. Excellent works of Christian writing can be found in English, but so can works of secular literature. Learning English has facilitated the spread of secular humanism to a wide variety of countries. To some extent, the strong Christian foundation upon which the language, literature, and culture are built has been overshadowed by its "ennobling" characteristic as a tool and purveyor of culture, the scientific knowledge it opens up for those who learn it, and the ease with which one can transact business using it.

3. 2 The Challenges of English Education in India

English, which first arrived in India as a foreign language, has since become the country's de facto second language in the realm of academics. All around the country, English is taught and acquired as a second language. It's fair to say that English is the language of choice for the vast majority of Indians. The English language has replaced other languages as the medium of instruction in libraries and schools worldwide. Despite its widespread adoption in research and industry, numerous problems persist in the realm of language instruction and study. Despite its widespread use and influence, difficulties in teaching and learning the language have increased.

When it comes to oral communication in English, Indian students have a lot of trouble. At this stage, the topic of why Indian students have such a hard time learning and communicating in English arises. Unlike one's native speech, learning English requires an intrinsic drive. This is because learning one's mother tongue is a natural process. There is no structured instruction for any of the students to acquire their native tongue. However, students can speak their mother tongue fluently before they master the language's norms and grammar. The study of English typically begins in the early school years. After high school, learning English is

mandated and supported by specialised instruction. Graduates still lack the linguistic skills necessary for successful employment once they enter the workforce. This demonstrates that despite the adoption of various strategies, English language instruction and learning have not improved significantly despite widespread efforts to do so.

There is no single factor contributing to the decline in English proficiency. However, it is two-sided, with both instructors and students playing a part because each party is affected by the other's difficulties. There are major issues that affect English language teaching and learning in India, however the problem as a whole cannot be assessed. Here are four pressing issues that need to be investigated in the near future:

> Language Impediment
> Issues in Society and Politics
> Issues in Education
> Psychiatric Illness

If these issues were dissected and laid out in detail with the perspective of English language educators and students, it would open the path for future research into potential solutions.

4. EFL STANDS FOR ENGLISH AS A FOREIGN LANGUAGE

For official government business, both Hindi and English are recognised across India. Hindi is the national, official, and main connecting language of India. The English language is recognised as a co-official language. The Indian Constitution additionally recognises twenty-two regional languages as valid for use in government. India is home to dozens of diverse regional languages, many of which are very similar to one another in terms of grammar and lexicon. Hindi is very widely spoken and utilised as a means of communication in India. Though it was developed in the northern part of the country, Hindi is now widely spoken and understood throughout India's major cities. As a result, English has maintained its status as a de facto international language to a greater extent in the southern states of India, where residents speak a variety of languages that are distantly related to Hindi.

The East India Company created colonies in what are now known as Chennai (formerly Madras), Kolkata (formerly Calcutta), and Mumbai (formerly Bombay) in the early 1600s, so establishing a foothold for the English language on the Indian subcontinent. Indian culture and history permeate contemporary English language. English has been spoken in India for longer than in any other English-speaking country, and the country's language, customs, and culture have been permeated by the language's unique vocabulary, idioms, syntax, and rhetoric.

English has a dual purpose in India. First, it unites people of varied linguistic backgrounds by providing an administratively useful linguistic instrument. Second, it facilitates interaction between a wide range of people across an enormous geographical area. It shares territory with native tongues in some sectors of influence and in the public arena.

5. EFL TEACHERS' USE OF VARIOUS FORMS OF TECHNOLOGY

When we think of technology, we immediately think of computers, websites, satellites, and electronic mail. Each civilization has its own peculiar technological practises. In light of this disparity, some nations employ cutting-edge technologies while others rely on antiquated methods. The same holds true for the potential of technological aid in linguistic education. While some classrooms may have access to sophisticated technological tools, others

may still be using the same old chalkboard and chalk.

The Tech That Comes Next Continuum, (adapted from Gebhard, 2009), illustrates the range of technology used by EFL educators, from very basic methods to cutting-edge tools for teaching and learning foreign languages. Technology at this size is some of the most fundamental out there. It displays those things naturally around us that can be used as educational aids.

As one moves down the spectrum, one encounters common classroom supplies that all teachers are familiar with, such as chalk, blackboards, paper, and scissors. Overhead projectors, slide projectors, records, radios, and phones are all tools that seasoned educators are comfortable using in the classroom. Teachers often ignore radio, despite it being one of the most beneficial tools in the classroom, especially when it comes to the instruction of oral communication. While movies and computers are commonly employed in modern long-distance English education programmes, radio is still relevant in less-developed regions. There are commercials, music videos, dramas, and chat shows available. High technology, where rapid advancements have been made in digital technology, is at the other end of the

spectrum. Language classes are making innovative and fruitful use of technology like computers, interactive whiteboards, and the internet. There have been numerous studies conducted to determine the efficacy and advantages of various technological tools for educational purposes.

6. CONSIDERATIONS REGARDING THE USE OF TECHNOLOGY IN EFL EDUCATION

These days, learning a new language requires the use of technology in the classroom because of the many advantages it provides to both instructors and students. Because of this, EFL educators must refine their methods in order to pique their students' interest. In this light, it's fair to say that technology's benefits outweigh the costs it imposes.

Effective use of technology can assist students of foreign languages improve their language abilities, learning attitudes, self-instruction tactics, and self-confidence through a variety of communicative and interactive activities. In this aspect, Dudeney and Hockly mention that technology is significant in the EFL classroom since it provides new means of practising language and encourages students' performance. In addition, as Barani, Mazandarani, and Rezaie note,

teachers can avoid pupils' getting reliant on their own idiolect or regional accent when using media to expose them to diverse input sources for language learning.

- **The Benefits**

According to Brinton (2001:461), "They can reinforce for the students the direct relation between language classroom and the outside world." Furthermore, they provide a means to study a language in its appropriate cultural setting. This means that students will pay more attention to the content and meaning than to the language itself if classroom instruction is geared at helping them understand real-world texts such as the weather report, a repair manual, a menu, or anything else. Students can get extra exposure to the language outside of what their teachers and textbooks present by using these materials.

There are numerous studies that demonstrate the positive effects of employing real-world materials and cutting-edge technology in the EFL classroom. In their EFL session, Brinton and Gaskill (1978:412) listened to news broadcasts. They came to the conclusion that the greatest benefit of using news broadcasts in the classroom is the repetition of vocabulary items over a

period of weeks. In addition, the language that children gain from reading the news is more applicable to the kinds of conversations they will have in everyday life. Finally, listening to news broadcasts might help students gain a more comprehensive understanding of the culture they're studying.

According to the research presented by Stempleski and Tomalin, who advocate for the use of video in language instruction, teachers' toolkits benefit greatly from the use of video. This enhancement can be accomplished in numerous ways, including:

a) By inspiring them to see how moving pictures and sound may express language in a more realistic and complete way. Also, the language is authentic and the writing is appealing.

b) Through verbal exchange, when it became clear that including video into language classes improved students' ability to converse in the target language;

c) Through the use of videos that show facial expressions and body language in addition to audio that demonstrates how the language is stressed, intonated, and rhythmically spoken; and

d) By using comparisons across cultures, which highlight how linguistic and cultural distinctions can be used to benefit students' interactions in the classroom.

- **Potential Drawbacks**

Despite several studies showing the beneficial impacts of technology on language instruction and learning, there are still certain drawbacks to consider. The fact that authentic resources aren't always easy to find is a drawback. Educators may invest significant time and energy into keeping up with the latest versions of software and figuring out how to implement these tools most effectively in the classroom. It takes a lot of time since some educators have trouble adjusting to the new multi-media tools available. Therefore, not only does spending time learning new technology take time, but so does keeping up with the constantly evolving content of online courses. If teachers don't have time to try out new methods in the classroom, then it doesn't matter how many computers they have access to. To cover the costs of our language-learning curriculum, we must also make a substantial financial investment in the use of new technologies in the classroom. These costs typically include things like a networked computer self-access centre where students can drop in and use their allocated software, as well as things like hardware, software, training programmes, interactive whiteboards, data presentations, and so on. The third drawback is that some learners are resistant to using genuine resources and media. Students will not use comedic TV shows or video games as a learning resource because they perceive education as a serious endeavour, but fun.

Technology improves language learning and helps even the finest teachers reach students. Technology can be used in language teaching and learning, but we must examine our instructional goals, teaching style, and available technological instruments. Tools should meet educational goals because they have various benefits. Multimedia technology in language classrooms allows students to work individually, helps teachers manage large groups of students, presents real-life and meaningful language situations and contexts, and introduces different audio and visual materials. ―The key to successful use of technology in language teaching lies not in hardware or software but in our human capacity as teachers to plan, design and implement effective educational activity,‖ say Warschauer & Meskill (2000:316). Some teachers dislike

technology despite its ability to reach all students.

7. TEACHERS' METHODS FOR INTEGRATING EDUCATIONAL TECHNOLOGY IN EFL CLASSROOMS

- **Socio-Cognitive Method**

Argumentative speaking is a basic literary skill that is used in many speaking jobs across all fields. Writing academic papers like essays, term papers, reviews, and theses is more than just gathering facts and summarising them. Students are supposed to look at different claims about what they know and then give their own opinions.

These English rhetorical expectations go against what is taught or socially accepted, which stresses group unity and conformity. Few studies have looked at the educational needs of coming up with clear ways to teach argumentation skills to second language writers.

Recent progress in the study of composition over the past 20 years suggests that a socio-cognitive method to speaking could help second language writers get better at making arguments. The cognitive view of speaking and the social view of speaking are the two main ideas behind a socio-cognitive method.

- **A Mind-Based Strategy**

From a cognitive standpoint, communication is viewed as a method of problem solving that is influenced by the writer's goals, the reader's needs, the time pressure of the situation, the writer's own goals, and the writer's own strategies for achieving those goals. A firm called Flower & Hayes. Task interpretation, goal formulation, and juggling various demands are all social processes that need consideration of the speaker's discourse practises. Based on these two theories, this research defines speech as a contextualised, problem-solving behaviour. It is remarkable how these two theoretical stances influenced the way argumentative speaking in English is taught now.

'Thinking strategies' are a component of the cognitive model that is applicable to the current method because they are necessary during the creative writing process. These 'thinking methods' comprise a mental routine that, when applied to writing, yields the characteristics we observe. Cumming describes the current method as "demonstrating and practising the kinds of

thinking processes that experienced writers use so that students can become aware of, and can practise, the complex mental activities that characterise expert composing" in order to provide cognitive modelling in speaking instruction.

While it's true that language is a mental process, it's not one that operates in a vacuum. It is considered that the function and uses of speech are constrained by social norms, roles, relationships, status, and other social factors.

8. EFFECTS OF TECHNOLOGY ON ENGLISH PROFICIENCY

Common pieces of hardware and software are required for the technological integration process. At this time, the instructor should be familiar with the demographics of the class, including the students' backgrounds in terms of socioeconomic status, educational attainment, technology ownership, preferred technological tools, and perspectives, attitudes, and beliefs towards the use of technology in education. This information can be utilised to better prepare for the upcoming teaching period by determining what resources and topics will be covered. Students are more likely to learn effectively when exposed to a relevant course, an acceptable teaching approach, and relevant technological tools.

In this light, it's important to bring the use of technology into other spheres besides the classroom, particularly through the use of mobile devices. Students are more actively involved in their education because to the use of technology both inside and outside the classroom. This technology includes interactive whiteboards, laptops, projectors, and tablet PCs, as well as the internet, smart phones, and personal digital assistants. To maximise the educational benefits of multimedia (video, pictures, sounds, and animations), technological aids such as interactive whiteboards, tablet computers, and cell phones are crucial.

- **Ability to Learning**

Learning to listen carefully is a crucial first step in mastering the English language. When it comes to learning a new language, Brett says that good listening skills are crucial. To listen attentively, one must be able to decipher not only the words being said but also their pronunciation, intonation, context, and meaning. All of these concepts must coexist in the minds of the listeners. In this regard, listening skills are particularly crucial in ESL. Multimedia tools should be incorporated into the teaching and study of English to help students improve their listening abilities. As audio, video, and animation

become increasingly widespread, they also present themselves as a possible instrument for listening. When it is difficult to get in touch with native speakers or teachers, students can still improve their listening skills and self-confidence by tuning in to radio or television programmes. Because of the visual and auditory inputs provided by computers, listening exercises can help develop and improve these skills. Incorporating media like radio, audiotapes, podcasts, tape recorders, IPODs, and films into English language instruction helps students understand intonation, acquire word pronunciation, and become exposed to a variety of dialects.

- **Reading Proficiency**

When it comes to teaching and learning English, there is no shortage of technology resources that can be used to improve students' reading abilities. Levine and colleagues recognised text reading as one of the key obstacles in learning English language. The student can increase their vocabulary and their understanding of the English language by reading. Computer-based reading activities, as advocated by Case and Truscott, allow students to engage with texts in meaningful ways and foster growth in self-reliance. Reading teaching that incorporates technological

tools is beneficial, according to recent research. Tools like the Internet, multimedia software, electronic dictionaries and glossaries, online newspapers and books, and reading-based computer programmes can all help students hone their reading comprehension and fluency. Vocabulary can be expanded by the use of reading-based computer programmes, electronic glossaries, and electronic dictionaries, and the usage of motivating multimedia applications. On the other hand, kids can greatly benefit from reading publications, newspapers, and encyclopaedias that are readily available online. Websites designed to help people improve their English make reading and learning new words as fun as possible. English reading materials with narrative or animation have helped students grasp abstract ideas and draw meaningful connections.

- **Communication Abilities**

Speaking, according to Scott Thornbury, "involves multiple psychological processes in addition to physiological processes," making it a "highly complex skill." Speaking is beneficial for language learning, but only if students can understand what they are saying. The more they speak the better they grow at it. This links what we say to what we hear in a

meaningful way. Speaking English is a challenge for many. They worry about being ridiculed by their peers and have less faith in their own abilities as a result. This is because, historically, reading and speaking have been prioritised over listening and speaking when teaching English as a second language. The latter two abilities have traditionally been the ones least emphasised in academic settings. As a result, educators should encourage their students to work through this challenge. This is why educators need to employ techniques of instruction that inspire student engagement and motivation.

9. CONCLUSION

Language instruction now relies heavily on technological resources, such as dictionaries, translation software, and online forums. The computer is the most useful piece of technology. Most other forms of technology can't function without it. With the use of multimedia and Internet, integrating computer in teaching and learning languages has become more effective and beneficial. Multimedia and the Internet, with its synchronous and asynchronous tools, can be used to great success in language instruction and learning. Their value in EFL classrooms stems from the fact that they give students

additional chances to interact with native speakers and immerse themselves in the language and culture. They are able to engage EFL students by making class interesting and fun.

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