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Navigating The Impact Of Technology On English Language Standardization And Instruction

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Abstract: The integration of technology in language instruction has significantly influenced the standardization of English, which is crucial in various global contexts. This study examines the role of technology in promoting Standard English, explores the challenges it introduces, and highlights its impact on teaching methods and learning outcomes. By analysing responses from educators and students of English learning as foreign language, the present research identifies the benefits and drawbacks of technology-driven language education, emphasizing the need for a balanced approach that combines technological tools with traditional pedagogy

Index Terms - Technology, ELT, Digital Learning, CALL, Web, Internet

I. INTRODUCTION

The goal of integrating technology into language education is to standardise English, a language that is spoken all over the world in a variety of settings. Because different linguists have come up with different definitions, defining Standard English is still difficult. Standard English is frequently linked to its use in dictionaries, academic institutions, media, and literature. Although technology has completely changed education around the world, its development and historical background shed light on its revolutionary potential. Mobile devices, computers, and the Internet have all become essential instruments for education and communication. Nonetheless, their impact on language acquisition and usage demands a more thorough comprehension of their consequences for teaching Standard English. These restrictions, along with the popularity of quick social connections, have spurred a new era of literary and English language adaptations. This has led to the emergence of a new short hand English dialect called Text-speak and a new genre of brief narratives called flash fiction. Text-speak is especially prevalent among digital natives or the net-generation (Rosen et al., 2010). The next generation adeptly uses online resources to complete assignments, collaborate with teachers and peers, try out different teaching methods, hone critical thinking skills, and increase self-awareness. But being continually bombarded with information in the form of posts, tweets, emails, and comments can be mentally exhausting. Given the volume of material, it should not be surprising that students have less time to refine their work. As a result, students frequently utilise text-speak in their assignments, which hurts their academic performance. Teachers in English-speaking countries are thus voicing concerns about the shortcomings of Text-speak and emphasising that Standard English is necessary for success in the classroom and in the job. This study investigates the effects of technology on English language and literature. The Internet allows for brief and frequent communications through restricted tweets and postings, notwithstanding a recent literature review's conclusion that technology fosters students' creativity and enhances their language learning abilities (Ahmadi, 2018). It's also possible that Internet users are attention-deficient due to the constant stream of digital information. Then, the Internet takes advantage of people's short attention spans by offering social media sites that encourage technological addiction. The next-generation, which was born in

the technological age, is especially skilled at interacting with peers virtually through brief social media interactions in order to foster a feeling of community and overcome FOMO. In order to manage their schoolwork, the net-generation, for instance, skilfully multitasks digital activities including monitoring social media, visiting websites, reading emails, sending instant messages, listening to music, and viewing advertisements (Bromley, 2010). Learning and maintaining focus on schoolwork are hampered by this constant barrage of information. According to a survey, students acknowledged juggling their schoolwork with other online pursuits and said that these activities caused them to lose focus on their studies, which occasionally led to unfinished assignments (Adams, 2007). As a result, kids struggle and are unable to succeed academically due to the temptation to participate in online activities. Additionally, according to Strain-Moritz (2016), students say they are less motivated to use Standard English, which may account for their lack of dedication to grammar and accuracy.

2.Literature Review

Geographical constraints have been removed by contemporary technology like the Internet and mobile devices, allowing for worldwide contact, as noted by Sarica and Cavus (2009). Edelson (1998) predicted that online learning will change traditional pedagogy and observed a significant increase in web-based education. Similar to this, McKay (2002) highlighted the particular difficulties of teaching English as a global language and argued in favour of creative methods that cater to the demands of a wide range of students. These studies highlight how technology may both support and undermine language learning. As technology advances at a rapid pace, literature is also changing. With the growth of social media, quick digital exchanges appear to be the way of the future for social communication. Because readers' emotional, temporal, and spatial ties with books are changing quickly, the production and consumption of literature is changing to shorter and more frequent communications (Sesek & Pusnik, 2014) (Strain-Moritz, 2016). Short-short digital stories are currently considered a new literary form, with several names such as flash fiction, mini-fiction, minute stories, sudden fiction, hint fiction, mobile phone fiction, and twitter fiction (Barnard, 2016). These stories are, as their name suggests, rather brief, mostly due to word or character constraints. For example, Twitter has also increased the character limit (Al Sharqi & Abbasi, 2015, 2016). It is not uncommon for short-short digital stories to lack the traditional elements of a story, including setting, characters, plot, conflict, and resolution. Furthermore, readers react to characters through their own or other people's experiences because short digital stories lack character expression and in-depth description (Sethi, 2017). As they compensate for the lack of content with acronyms, contractions, puns, alliterations, rhythms, and even errors, authors must also cut out unnecessary details, digressions, needless descriptions, and repeats. Short-short story advocates claim that social media encourages a sophisticated sort of literary performance art (Franklin, 2014). The approach of communicating ideas in brief is growing in popularity, partly because readers' attention spans are getting shorter. Teachers urge students with short attention spans to focus as much as they can on their assignments (Rudin, 2011). Those who oppose short-short stories refer to postmodern digital stories as plot-less anti-stories (Patea, 2012), while Penny (2014) compares them to a lightweight accessory made for lightweight thinking. Literary purists argue that brevity comes at the expense of quality and critique a perceived decline in verbal proficiency. According to others, social media interactions may have contributed to "the linguistic ruin of generation" (Axtman 2002). Interestingly, writing extremely short stories is not a new trend. Prominent authors had previously written relatively short poetry and prose. For instance, Ernest Hemingway wrote the well-known six-word story *For Sale: baby shoes, never worn*. However, sharing short stories has become much more common since the invention of digital storytelling.

In a nutshell technology has had a significant impact on both language and literature. Language and literature will unavoidably continue to evolve as technology advances, giving rise to new literary genres and dialects. It is our duty to ensure that Standard English is not lost or compromised in the face of changing trends. More work needs to be done to realise the country's ongoing technological advancement and growth (Akinrinlola, 2021; Faculty & Web, 2020; Saidi, 2020). This period of Indonesian history requires a persistent dedication to technology advancement and its responsible use. Timely action is required to address impending challenges. Important challenges include cybersecurity issues, the need to enhance digital literacy, and ensuring that technology benefits all facets of society (Sepulveda-Escobar & Morrison, 2020; Spiteri & Chang Rundgren, 2020; Univers & Sydney, 2020). Moving forward requires addressing these challenges, ensuring equitable access, and expanding on previous successes. The history of technology in Indonesia is one of constant change, tenacity, and flexibility. There are significant advantages to the country's efforts to incorporate technology into industry, government, education, and entrepreneurial endeavours. As it expands, Indonesia hopes to carry on this ground-breaking endeavour, aiming to build a more promising technological future for its citizens and act as an example for other developing nations around the world.

Additionally, technology increases productivity and efficiency in the classroom (Al-Ahdal & Alharbi, 2021; Williams & Glass, 2019). Teachers can use technology to streamline grade management, administrative tasks, and the production and distribution of instructional materials. The resulting time-saving advantages allow teachers to focus on instruction and one-on-one student interactions. Furthermore, technology fosters a culture of lifelong learning by offering webinars, online courses, and digital tools that enable people to consistently learn new things and expand their expertise. The ability to learn and adapt is essential for both professional and personal development in a fast-paced setting (Braine, 2010; W. Chen, 2012; Hernández, 2022). Additionally, technology makes it easier to analyse and evaluate data, providing crucial information on student performance (Setiawan et al., 2021; L. Wang, 2022). Data on students' progress can be collected by educational technology and then analysed to pinpoint areas that need more focus. More effective teaching strategies and focused interventions are made possible by this data-driven approach, which ensures that students get the support they need to succeed.

Finally, by removing geographical boundaries, technology facilitates globalisation of education by giving students the opportunity to interact with peers and teachers from around the globe (Gwillim & Karimova, 2021; Piet Van den Bossche et al., 2011). This unbiased method fosters cultural awareness and comprehension, preparing students for a society that is integrated on a worldwide scale. Because of its capacity to increase information accessibility, support personalised learning, boost engagement, foster collaboration, enable remote learning, give access to specialised resources, improve efficiency, support data-driven assessment, facilitate lifelong learning, and create a more globalised and interconnected educational environment, technology is crucial in education (Daniel, 2020; Houlden & Veletsianos, 2022; Khalili, 2020). In order to prepare students for the opportunities and difficulties of the twenty-first century, it is imperative that education embrace technology (Mutton, 2020a, 2020b). When assessing its effectiveness, objectivity is essential, and when describing its impact, concise and straightforward language should be used. To provide a professional tone, normal academic structure must be followed, which includes frequent citations and exact formatting (Haghighi Irani et al., 2020; Irani et al., 2020). It's also critical to steer clear of biased language and adhere to precise word choice while maintaining grammatical accuracy.

Methodology

Teachers and students from Anurag University participated in surveys and interviews as part of the study's mixed-methods methodology. The research objectives were to comprehend how technology affects English instruction, gauge how instructors and students feel about technology-assisted learning, and determine how well these resources support Standard English. In order to find departures from Standard English brought on by trends in digital communication, the investigation also included observations of students' spoken and written language.

Results

- a. **Technological Advancements in Language Instruction:** Teachers acknowledged that technology, particularly Computer-Assisted Language Learning (CALL), has enhanced classroom engagement. However, it cannot fully replace traditional teaching methods.
- b. **Challenges in Technology Integration:** Many educators cited time constraints, lack of training, and resistance to change as barriers to adopting new technologies. Some teachers reported minimal improvement in their use of digital tools due to institutional and personal limitations.
- c. **Impact on Students:** Students exhibited a strong desire to learn English but struggled to differentiate between Standard English and digital communication styles. The prevalence of SMS language and abbreviations in academic writing highlighted the influence of online communication on formal language use.

3. Discussion

The results show a divide in the use of technology in language learning. Although there are many benefits to using tools like CALL, over usage of them can cause distractions and weaken academic rigour. In order to ensure that digital technologies improve learning rather than detract from it, teachers are essential mediators between students and technology. The significance of preparing educators to successfully incorporate technology into their education is also emphasised by the study.

Concerns over standardisation and intelligibility have been raised by the introduction of new English dialects brought about by the rise of digital communication. Kachru and Nelson (2001) contend that in order to accommodate technology-driven English, conventional ideas of standardisation must change. However, to guarantee successful communication in a variety of circumstances, striking a balance between innovation and linguistic norms preservation is crucial. There is a noticeable gap in the literature despite the increasing impact of technology on teaching English as a second language (Limbong, 2017). There aren't many comprehensive

theoretical evaluations that offer a cohesive viewpoint on how technology affects English instruction because the majority of the research in the current collection focusses on real-world applications and results. Through a thorough theoretical analysis of the topic, this review seeks to close the knowledge gap. The goal is to make clear the fundamental concepts and instructional strategies that underpin the use of technology in English language instruction and training (Hamat & Amran, 2021). This research explores the theoretical underpinnings and how technology has changed the dynamics of English language education, including classroom methodologies and language evaluation, rather than providing a cursory overview of technological tools and their practical applications (Bahari, 2020; Kabilan & Khan, 2012; Kamarul & Ahsan, 2012; Kleinsasser et al., 1995). This study also considers Indonesian-specific cultural, linguistic, and educational factors, highlighting the need of having a thorough understanding of the local context. This paper functions as a theoretical review, giving a summary of recent findings and pointing out areas that need more investigation. For researchers, educators, and policymakers seeking to fully comprehend the dynamic interplay between technology and English instruction in Indonesia, it provides insightful information (Azkiyah & Mukminin, 2017; Limeranto & Subekti, 2021; Nurhabibah, A., Suryaman, M., & Utami, 2020; Zein, 2017).

Nonetheless, the research cited above emphasises how important it is to understand the effects of the digital divide and equality in the unique context of Indonesia (Abduh, 2020, 2020). Although there are potential benefits to using technology in English language instruction, it is important to acknowledge the current inequalities in access to digital resources and infrastructure, particularly in Indonesia's remote and underserved areas (Enterprises et al., 2022; König et al., 2020; Richards et al., 2020). This theoretical study examines the topics mentioned above, highlighting a gap in the body of knowledge about the fair use of technology in English instruction. The goal of this review is to contribute significantly to the establishment of an equitable and accessible English language education environment in Indonesia by examining the ways in which technology can be used to address these disparities and ensure comprehensive accessibility (Azkiyah & Mukminin, 2017; Limeranto & Subekti, 2021; Nurhabibah, A., Suryaman, M., & Utami, 2020; Zein, 2017).

Conclusion

Technology has revolutionised language education by providing previously unheard-of accessibility and participation options. Its effect on Standard English, however, calls for caution. In order to bridge the gap between traditional teaching and technological innovation, teachers must act as active facilitators. Future studies should look into ways to deal with the difficulties brought on by the trends in digital communication and make sure that technology enhances language instruction rather than detracts from it.

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