

## English Teachers' Use of Multiple Modalities

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### Abstract

Integration of Information, Communication, and Technology helps instructors meet the global need for substituting technology-based teaching and learning tools and services for conventional teaching techniques. English teachers can customise learning for students, and thus it is important to explore new subjects and provide goal-focused training to students. Thus, motivating teachers to use technology and develop their teaching styles to emphasise good teaching is important. Teachers should stop seeing technology as an obstacle to learning. *Self-efficacy theory* relates to the expectancy-value framework, and motivation is based on the expectation of outcomes through a given course of action. Fundamental psychological needs can also be met with the help of motivation, which eventually increases the desire to undertake competent activities. This study revealed the importance of teachers' technological skills to connect well with students and help them complete their tasks efficiently. Different theories, such as attribution and self-efficacy, have also been incorporated to understand the effectiveness of different tools and technologies. This method could improve students' ability to learn new languages and their communication skills. This study recommends using information tools, as they effectively improve teaching methods and strategies. Information tools are considered strong and constructive tools that allow teachers to improve their strategies and communicate with students. Besides, it is also effective to incorporate lesson plans that can enhance the scope of students' use of technologies to study and gather relevant ideas about various language and linguistic topics.

*Keywords:* Attribution theory, English language teachers, Jordanian teachers, multiple modalities, self-efficacy theory, technology

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## Introduction

The term "technology" is a significant issue in the 21st century since it has become the principal means of knowledge transfer in the majority of nations, including education. The advancements and changes to our society brought about by the integration of technology have radically changed how people think, work, and live today. This urges educational institutions, including schools, to think about incorporating ICT into their curricula to prepare students for living in "a knowledge society" (Grabe & Grabe, 2007).

Information, communication, and technology (ICT) integration in education refers to the use of computer-based communication that is included into the academic process. To educate students for the modern digital world, teachers are seen as the key participants in incorporating ICT into their routine classroom activities because of the ability of ICT to offer a dynamic teaching-learning environment. Nevertheless, it also refers to the benefits of networking learning communities to address the issues of current globalization. As such, the purpose of ICT integration is to improve the quality, accessibility, and cost-efficiency of how education is offered to students (Arnseth & Hatlevik, 2012).

The term "ICT integration in education" is frequently used to describe a digitally oriented teaching and learning process that is closely related to the usage of instructional materials in classrooms. As kids are used to technology and learn better in a tech-based environment, the subject of ICT integration in schools, specifically in the classroom, is essential. This is due to the substantial contribution that technology in education contributes to the pedagogical components, where the use of ICT will lead to successful learning with the assistance and support of ICT aspects and components. (Jamieson-Procter et al., 2013).

There has been a deliberate shift toward technology-supported instruction in Jordanian schools over the past 20 years, leading to various distant educational models and techniques. This cutting-edge educational approach ushered in a workable school reform system that included several initiatives and operational modalities (Obeidat et al., 2022a). These methods, sometimes known as "distant education," have steadily gained acceptance as a form of instruction. According to Read et al. (2013), online, virtual, computer-based, web-based, and other kinds of out-of-classroom education entail preplanning and a well-structured style of teaching and learning. Despite the promising future of technology-based education and its increased popularity, remote learning has faced several problems due to curriculum design, policy disagreements, and an existing digital divide that divides learning in various socioeconomic circumstances (Resta et al., 2018). These obstacles limit the smooth use of technology in the classroom (Mao et al., 2019).

Technology has a big effect on schooling nowadays. Schools must use technology to enhance students' education, despite barriers to its acceptance. The first are external factors, such as the availability of resources, training as well as equipment accessibility. Teachers and students may only use online learning if they have access to fast internet connections. Second are characteristics that are exclusive to teachers, such as their skills, and perspectives on employing technology (Danaa et al., 2022; Ng'ambi et al., 2016). Teachers must gain the requisite abilities if

they receive enough technical training. Any of these components, which Ertmer (1999) refers to as first- and second-order hurdles, might thwart attempts to use technology.

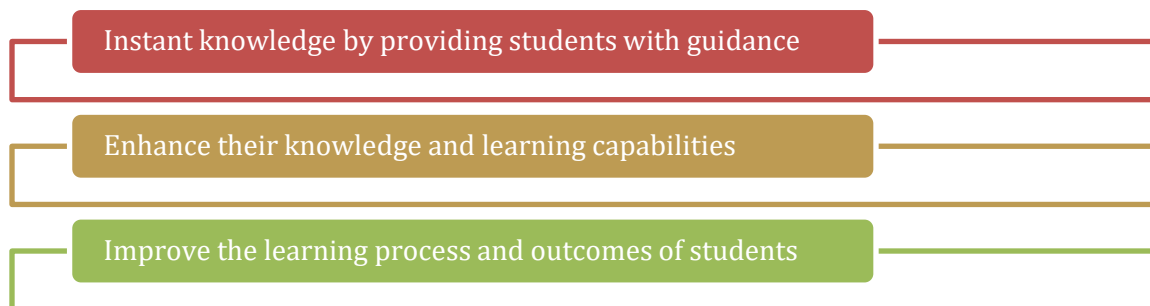
The widespread adoption of digital technology is continuously changing how people obtain information, exchange ideas, and interact. To do this, one must be flexible in exploring, communicating, and cooperating online and in various circumstances (Leu et al., 2017). The educational options available today have been significantly impacted by these developments. Three main factors in the current educational environment cast doubt on conventional ideas of teaching and learning and provide a compelling argument for multimodal learning as a crucial pedagogy:

English instructors must investigate new areas since they can personalize learning for their students. In the end, it helps assure students' success by giving them goal-focused instruction. Also, it is critical to inspire instructors to embrace technology and refine their teaching methods to highlight effective teaching. The need to prevent instructors from viewing technology as a barrier to learning is paramount. The expectancy-value framework and self-efficacy theory are related, and similar motivation is said to be founded on the anticipation of results via a certain path of action. With the aid of motivation, basic psychological requirements may also be satisfied, which eventually heightens the desire to carry out competent actions.

In this study, the discussion has focused on using multiple modalities, which can encourage teachers to embrace technologies that can benefit students. Different research articles on language and linguistics are used to find the important benefits of technologies essential for students. Moreover, various research methods have been used in this paper to gather relevant data to find ways to encourage teachers to accept different technologies that students find useful. Discussion on the importance of secondary data collection methods has been presented in this study, which can help the researchers understand the need for incorporating new technologies. Apart from that, it has been noticed that the importance of collaborative learning has also been presented with the help of advanced technologies to uplift students.

### **Literature Review**

Several studies discussed the importance of multiple modalities to encourage teachers regarding technologies, academic and cultural growth through languages on the website (e.g., Batane & Ngwako, 2017; Caena & Redecker, 2019; Lawrence & Tar, 2018; ), and the importance of recognising prior learning through digitalisation (e.g., Khokhar & Javaid, 2016; Ranellucci et al., 2020; Tondeur et al., 2017). The importance of multiple modalities to encourage teachers regarding technologies is displayed in Figure 1.

***Importance of Multiple Modalities to Encourage Teachers Regarding Technologies***

*Figure 1.* Importance of multiple modalities in encouraging teachers' use of technologies

Rao (2019) observed that one of the most effective methods to gather relevant data in various academic contexts is technology, which is beneficial for having instant knowledge by providing students with proper guidance and the right sources. Besides that, technology allows students to assess the genuine quality of information they gather through online sources and use it to enhance their knowledge and learning capabilities. Technologies have allowed students of the 21st century to understand difficult concepts inside out and use necessary technical skills for future purposes. It has been observed that integrating technology into the curriculum also improves students' learning processes and outcomes.

***Academic and Cultural Growth through Languages on the Website***

The investigation of Egyptian Universities Libraries Consortium (EULC) English websites has been categorised as the beginning of the achievement of the goal of efficiently enhancing language along with the social-educational target of the Council of Europe within the European Union (EU). Therefore, it has become essential to consider the various ways EULCs display. At the same time, intercultural principles and sharing ideas and knowledge can be respected with other European and international experts who have also been considered to be significantly essential (Newman et al., 2019).

***The Importance of Recognising Prior Learning Through Digitalisation***

In this modern era, it has been observed that analysing students' learning processes in different learning environments, which include informal and formal, has become common in today's world. It has been found that non-formal learning comes from different planned activities, such as training processes in the workplace and online training. On the other hand, informal learning has no significant structure and is mostly unintentional or incidental for learners. It tends to gather significant ideas with the help of daily activities related to work, leisure, and people's interests. Shaver (2016) further stated that teachers could adopt different methods to improve learning outcomes, which include summative testing and examinations. It also comprises evidence-based methods, such as portfolios, observations, and work practices. Transitions that occur in recognition of the Prior Learning (RPL) process have also been highlighted in this study,

which can be an effective way for teachers to improvise for formal and non-formal learning purposes. RPL is a procedure that determines if the learners satisfy the standards for a unit of study by evaluating their competency, which they have earned via both formal and informal learning. To apply for RPL, they may use several documents. This includes training records but is not restricted to them.

On the one hand, digital learning and evaluation in higher education have become popular research topics. However, it has been discovered that more research into the digitalisation of RPL, particularly in the setting of university language centres, needs to be done. Several scholars have argued that a robust adoption of the RPL principle in universities can help teachers enhance student performance and assess them more efficiently.

### ***Attribution Theory***

Attribution theory is associated with the concerns of individuals, consciously or subconsciously, and seeks to interpret why they have been effective or ineffective based on different tasks. Graham (2022) further stated that attributions are also considered to possess "adaptive" influence over motivated behaviour when they refer to factors within an individual's control. On the other hand, attributing success to providing an easy task would likely harm subsequent motivated behaviour. Shaver (2016) further pointed out that the relevance of attribution theory to psychology is derived from the fact that it is related to significant people. There are different types of attribution, including interpersonal, explanatory, and prediction-based attribution. Teachers in various fields attribute things that allow them to make genuine future predictions and have a deep understanding of what is going on in the world.

On the other hand, people with an optimistic personality tend to attribute positive events to stable as well as internal and global causes. Besides, they also consider negative events with unstable, exterior, and particular causes. As such, people with pessimistic personality traits were responsible for negative events caused by internal, stable, and global causes and positive events caused by external, stable, and specific causes. Attribution theories eventually attempt to explain how human beings evaluate and determine the cause of changes in other people's behaviour.

Graham (2022) critically commented that self-efficacy is people's belief in their ability to exercise control over over-functioning and other important life events. It also provides motivation for people, which helps them gather relevant ideas and knowledge regarding important lessons and programs. Moreover, there are four important components: mastery, verbal, vicarious, and physiological states. The study also includes a systematic review of the literature on various theoretical foundations, measurements, antecedents, and outcomes based on ESE and work that considers ESE an important moderator. Based on the collected review, an agenda can also be set for conducting future research, based on which various implications for entrepreneurship education and training are highlighted. Emphasizing these facts has helped us consider the need to concentrate on other perspectives of theory, which helps improve our understanding of how ESE influences analysis outcomes at different levels. Newman et al. (2019) also argued that entrepreneurial thinking and behaviour help people from different generations be producers of a

positively developed career to achieve larger societal changes with the help of teachers and students.

## Methods

This section covers methodology related to epistemology, scientific research, and evaluating the comprehension and application of various ideas and techniques. The major components of the scientific research paradigm have been described, which helps comprehend the significance of the technology that teachers use to assist pupils. Theories focus on identifying various languages and their linguistic relevance in relation to the adoption of technologies and the stages of their implementation. According to Žukauskas et al. (2018), it is crucial to understand each strategy's strengths and disadvantages. The approach eventually leads to better research preparation and understanding of the studied problem.

## Research Design

The research design refers to a framework of techniques and market research methods that a researcher selects to complete the research goal. Furthermore, research design also helps the researcher find suitable methods to conduct the study. Based on the critical views of Bloomfield and Fisher (2019), it has been shown that in order to decide which model to use for a study, a researcher needs have a thorough awareness of the many types of research design. Here, *the descriptive research design* is selected to determine the best way to collect and analyse the required data.

In a descriptive design, a researcher is mainly associated with illustrating various situations or cases. It is considered a theoretically developed design method that is prioritised with the help of gathering, analysing, and conducting efficient research on accumulated information. Moreover, the method offers researchers insights into the reasons for conducting a study and ways to accomplish the research. Descriptive design can also help a teacher have a better understanding of the requirements of the study. If the problem statement needs clarification, a researcher can conduct further exploratory research. Sileyew (2019) critically commented that a descriptive research study is used to look at the characteristics of a population to identify existing problems. This method is effective for understanding the issues that teachers face as they emphasise various technologies.

This step-by-step planning helps researchers understand important aspects of a study and motivates them to have correct thought processes. There are three common research strategies, which include quantitative, qualitative, and mixed research strategies, through which the overall direction of a research study can be achieved. Sileyew (2019) pointed out that defining objectives is important for a researcher to use the methodology and gather data effectively. With the help of descriptive and correlational designs, it can be effective to have a clear picture of various research characteristics, trends, and relationships as they exist in the real world. However, it is impossible

to conclude cause and effect, and thus having research strategies is essential to doing detailed research on the given topic.

Furthermore, experiments are the most effective method for investigating cause-and-effect correlations without the chance of other variables impacting the results. On the other hand, their controlled environments may not always mirror how things work in the real world. They are also frequently more difficult and costly to adopt. Qualitative research designs have been discovered to be more flexible and inductive, allowing the researcher to change his strategy based on what he discovers during the research process. Hence, in this study, qualitative methods are used to collect data and use them to understand the need for multiple modalities to motivate teachers to use technologies.

### ***Data Collection***

In this study, *the positivist research philosophy* has been selected to collect factual knowledge and data related to the given topic. Positivism is mainly considered the philosophical instance of natural scientists working with reality within society, leading to the production of generalisation generalisations. According to Alharahsheh and Pius (2020), positivism relates to the general importance of what is given. There are two important data collection processes, which include primary and secondary data gathering methods. In this study, a secondary data collection process is used, which helps the researchers analyse existing journals, articles, and documents associated with encouraging teachers to embrace technology beneficial to students. Based on the critical opinion of Loomis and Paterson (2018), there are mainly two types of most preferred social science methods to gather large-scale recreation data based on mail or online surveys occurring on digital platforms. Both of these data collection methods are strongly effective in producing a satisfactory response rate at a reasonable cost. On the other hand, in recent years, it has been observed that response rates have been declining, and at the same time, costs have risen. It is also observed that survey fatigue has become an issue that has eventually changed the ways of communication among people. Some of the advantages of secondary data collection methods have been highlighted below:

- It is economical and also saves effort and expenses. Moreover, the process is considered to be time-saving. On the other hand, it aids in making primary data collection more specific with the use of secondary data acquired, allowing researchers to fill in the gaps and weaknesses and understand the extra information that must be collected. It is used to help others grasp the problem better. It also serves as a foundation for comparing the data acquired by the researcher.
- Various themes have been prepared to assess the collected secondary data, based on which research on the use of multiple modalities has been developed. Different research articles are also selected that are associated with this topic to assess the data and understand the relevance of technologies for students used by teachers. Bolander et al. (2021) further remarked that incorporating organizationally relevant metrics is essential to analyse this

type of data, which succinctly quantifies the inputs and outputs of the usage of technologies by teachers to benefit students and ensure their effectiveness. Organisational data and data from various government agencies are always considered reliable and are never associated with information gathered from less credible sources, such as personal blogs or websites.

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**Findings**

Various research papers have eventually helped to understand the need for self-efficacy, which is important to achieve goals and tasks effectively.

***Technology Aids Students in Improving Their Learning Techniques and Achieving Positive Results***

It has been found that technology helps students improve their learning techniques and achieve positive outcomes. Besides, this process provides teachers with new tools and challenges that can transform instructional roles, curricula, and practices. Technology brings empowerment tools into the hands and minds of those who use them. On the other hand, in traditional learning, it has been observed that students often have difficulty grasping concepts. According to Lestari (2019), digital simulations and models can assist students in gaining a better grasp of numerous subjects and becoming acquainted with the current world's wonders. This process has allowed teachers to interact directly with students, understand their issues, and work efficiently to solve them. Teachers with higher technological ideas possess the ability to prepare new lessons strategically. It includes different text types, interaction control methods, and student activity models.

***Collaborative Learning with the Help of Advanced Technologies***

Technological communication systems have helped teachers communicate with students and ensure their ability to understand important language-related topics. It is important to categorize certain activities that provide abilities to students and allow them to work and collaborate. Besides, learning through collaborative methods is mainly used to develop students' higher-level thinking skills and boost their confidence and self-esteem (Nakata et al., 2022). It can give students from different fields unique ways to learn new things and languages. These tools also possess a variety of features that are used to encourage collaboration, such as built-in chat. It has advanced features like changing colours for different researchers, tracking changes, and writing playback.

With the help of advanced modalities, the capacity to insert comments may also be understood, and this provides thoughts on multiple degrees of sharing, from viewing to editing. Furthermore, document collaboration tools are commonly used among librarians to collaborate on presentations and instructional materials. They can also be used in one-shot sessions. Rao (2019) critically argued that online collaboration tools are also excellent for keeping students engaged in



both physical and virtual classrooms. This process, on the one hand, enables active learning; on the other hand, it is also used to facilitate peer learning. For example, incorporating brainstorming tools in online mode, which include Padlet or MindMeister, into library instruction increases cognitive thinking and comprehension. It has also been found that collaborative online technologies allow students to achieve seamless assessment. Hence, teachers need in-depth ideas about these technologies to foster student improvement.

### ***Competency-Based Learning to Keep Students Motivated in Their Learning Process***

In this modern era, technologies based on the aspect of adaptive learning have transformed competency-based learning. As a result, it has been the most prestigious of credentials for centuries. It can be used to complete any degree with the help of effective communication between students and teachers. Moreover, this learning theory can also be applied in day-to-day learning with the help of a growing array of adaptive learning tools. Based on the critical opinion of Rao (2019), it has been noticed that digital learning tools of the modern era are used as a social element to develop students' speaking confidence. On the other hand, it has been observed that there is a need to emphasize students' need for continuous, direct contact.

Frequent and goal-focused training is also considered vital to becoming a successful teacher. When technology is considered, it is even more important to emphasize this topic. In this globalized and always-changing industry such as edtech, it has become important to keep everyone aware of modern technologies, their usage, and how they can be used. People should also know how to use them to enhance their teaching processes. Teachers are also required to ensure that the training they are delivering to students mainly focuses on the specific needs and skill levels of the teaching staff.

### **Discussion**

Based on various studies, it has been observed that communication between students and teachers is strongly needed to complete any activity. After considering the terms "effective" and "ineffective" communication, it has been noticed that this is unacceptable because it tries to increase misconceptions between teachers and students. The emergence of advanced technology has been useful in reducing communication gaps, and eventually, the process has also smoothed the knowledge flow process. Despite considering a traditional or virtual classroom, the usage of online collaboration tools has made things easier for everyone to form a community. Teachers can assign projects to students from different fields in real time. Students also get a chance to clear their doubts regarding different subjects, which can be easily resolved with the help of technology. Cloud storage implementation has eventually made the research process easier for students in this modern era. The old days are gone, when students were required to find piles of books in order to find specific references and improve assignments and projects. With the advancement of technology, research has become a powerful tool. In today's technologically advanced world,

numerous free opportunities are available from reputable universities. Students can access the internet through their devices and search for possibilities, regardless of their situation.

Working collaboratively has become essential in life in the twenty-first century, as most workers need to collaborate to advance in their careers. The ability of students and teachers to collaborate through different digital tools expands every day with the help of internet-based applications, which is highly beneficial. It enables teachers to do various activities, such as editing documents in teams, having face-to-face communication instead of considering their location, and using interactive whiteboards that allow for simultaneous edits, along with other important activities. In terms of learning activities, digital collaboration not only promotes fun or engages new ways to learn but also opens up new possibilities and allows students to succeed in the workplace. Mekouar et al. (2021) critically commented that incorporating new collaborative learning strategies helps increase students' engagement and improve the learning experience.

It has been noticed that classroom technology training is considered a broader concept and covers all important topics as a whole rather than focusing on contextual examples. Nakata et al. (2022) also observed that it is a good idea to compile and encourage teachers to expand their knowledge carefully. However, it is observed that the impact of the COVID-19 pandemic situation has been adversely affected, and it continues to affect education methods every day. Moreover, it has been noticed that education methods have not been immune to pandemic situations. Thus, it has become essential for teachers to know how to adapt effective technological methods in such a way that they can be used to enhance the teaching method and its quality without being negatively affected.

Based on the current situation, competency-based learning allows students to maintain flexibility and their own work pace, eventually allowing them to meet their work goals (Nakata et al., 2022). It has been observed that novelty in assessment and grading can also be maintained by adapting competency-based learning. Hence, teachers need to have a broader understanding of this concept and implement it accordingly.

## Conclusion

The study has helped to conclude the importance of technologies that need to be used by teachers to connect well with students and help them complete their tasks efficiently. It has been found that sharing intercultural principles with the help of innovative technologies is significantly essential within European societies. Various theories, such as self-efficacy and attribution theory, are used to perceive relevance to individual goals and motivate students to undertake functional and relevant activities. Different theories, such as attribution and self-efficacy, have also been incorporated to understand the effectiveness of different tools and technologies. This method could improve students' ability to learn new languages and their communication skills. Moreover, it has been found that this process increases communication between students and teachers and helps them form good bonds.

### Recommendations

Based on the implementation of effective tools to encourage teachers to embrace technologies, the following are discussed below:

Proper training needs to be provided to understand the importance of modern technologies. Teachers need genuine training to assess innovative technologies and use them to keep students motivated. Besides, it has been found that using multiple modalities, such as creating digital content, integrating social media, and reviewing web pages, has also helped teachers provide students with adequate knowledge about languages. It enhances the career growth scope of students and helps them achieve their goals. Training to take a proactive approach to embracing technology has also been found to be an effective tool for training students and giving them their required knowledge.

Also, the study recommends using information tools, as they effectively improve teaching methods and strategies. Information tools are considered strong and constructive tools that allow teachers to improve their strategies and communicate with students. Besides, it is also effective to incorporate lesson plans that can enhance the scope of students' use of technologies to study and gather relevant ideas about various language and linguistic topics. Teachers can also supplement traditional teaching methods with apps or trustworthy online resources to keep students more engaged. Virtual lesson plans, grading tools, and online tests are also recommended, as they can save teachers much time.

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