

# **The Efficiency and strategies of Using Computer as a Modern Technology in Teaching English as a second Language (E-Learning)**

Munazzah Sheikh

**SUPERVISOR:** Juanjo Mena

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## INTRODUCTION

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning process. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results.

The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential that the education sector keep pace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. It is noted that teachers often play a key role in operating the different tools and teaching methods. Moreover, many such programs are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

## JUSTIFICATION

The purpose of my study is to show that English language teaching and learning has emerged as one of the central issues of contemporary educational debate as studies have shown lower standards of student achievements across all educational levels in non-English speaking countries. Since the current era is epitomized by the ubiquitous use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such technology into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods. Obsolete teaching practices include a number of problems, as follows:

- 1) Traditional methods lead students through precise curriculum content and rely on outdated learning aids such as blackboards and textbooks. As such, the teacher merely relays the

Information without accounting for positive or negative results.

- 2) Traditional methods rely on simple strategies that do not meet the purpose of learning or basic needs in the process of teaching. Since such teacher-centered pedagogies situate the learner as a

recipient, their overarching goal is the extent to which a student can replicate information without necessarily understanding it.

- 3) Students rely on received sounds and images as opposed to interaction and discussion with the teacher.
- 4) Student accreditation by means of set texts tend to foster boredom and loss of motivation and attention in attainment, as opposed to modern technological teaching methods which inhere numerous incentives that increase the likelihood of acquiring English language skills in a timely and positive way.

For second language acquisition along with comprehensible input (Krashen, 1982, 1992; Krashen & Terrell, 1983, pp.437-452) formed some basic assumptions of foreign language learning. However

According to (Fletcher, 1990, p.2), people remember 20% of what they hear, 40% of what they see and hear and 75% of what they see, hear and do. The fact that the computer can exercise various senses and present information in a variety of media can enhance the learning process (Meskill and Mossop 1997 pp.585-591) report that computers encourage learning as they provide a stimulating environment and promote enthusiasm. Computers may help the reticent student who is afraid to make mistakes in a classroom situation (Chun, 1994; Meskill and Swan, 1996, p.17). They are good for online reference which useful in language learning.

CALL makes an increasingly significant contribution to the general world of ELT CALL has its origins in the development of the first mainframe computers (Levy, 1997; p.1) and articles about the use of computers in language education started appearing in earnest in the 1980s, over 30 years ago, at the same time as early desktop computers started to make an appearance. At the time of going to press there are 11 organizations listed in the entry on CALL on Wikipedia starting with the Asia Pacific Association for CALL (APACALL) and ending with World CALL, an umbrella group which runs an overarching conference every five years (in 2013 in Glasgow). There are also a number of dedicated journals that focus on the field of technology and language learning including:

CALICO, CALL, International Journal of Computer Assisted Language Learning and Teaching, Language Learning and Technology and Recall. CALL is also written about in journals that take a more general focus on technology in education, for example, Computers in Education, or the British Journal of Educational Technology and arguably more significantly for the general acceptance of the discipline, there are a number of journals in the language teaching field that also regularly feature articles on CALL. English Language Teaching Journal (ELTJ), arguably one of the most influential practitioner oriented journals in the TESOL field, in a recent special issue has an article by (Dudeny and Hockly, 2012, p.533) in which they review the 30 years of technology in language teaching. CALL has then moved from being a niche field practiced by a few early adopters, to being mainstream and arguably having significant impact with two of the journals mentioned above, Computers in Education and Language Learning and Technology being ranked in the top 20 most influential journals in education.

## **HYPOTHESES**

One of the most important aspects of this method and which is based on methodological strategies where students, according to Bloom's revised taxonomy (2001), are led to perform the lowest levels of cognitive work (acquiring knowledge and understanding) outside of classes and, which focuses on higher forms of cognitive work (application, analysis, synthesis and/or evaluation) in the classroom, where they have the support of their colleagues and instructors (Brame, 2013)

For Shnai and Mariia Kozlovabe (2017), I compare the use of modern technology with traditional method by Finnish and Russian teachers, many are the challenges to effectively implement this method. The lack of instructors, assistants and specialists in the field of technology has been cited as one of the obstacles affecting the implementation of the modern or smart classroom. Inadequate support from technologists, video operators, programmers, and editors makes the transition process more complicated and slows down the design and development of new courses. Teachers of both groups of respondents find it difficult to solve various problems without assistance.

The development of courses creates a demand for new roles and participants in the educational process, as it combines a variety of technical tools.

The main idea is to change the common instructional approach of teaching and interactive lessons. The classroom becomes the place to work through problems, advance concepts, and engage in collaborative learning (Tucker, 2012). New technologies and global digital growth is profoundly affecting today's students. Information technology is so woven throughout their lives. Digital generation students have according to many experts, developed "hyperlinked minds" .However it is safe to say that a technology - rich learning, perfect environment is essential for students this type of environment will help to prepare them for life as adult in a

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Futurists tell us that in very near future students will use technology devices that are ultra-small, wireless, and voice-activated, with unlimited storage, blinding speed, and few moving parts. Educational technology will become in any time any place, on demand activity. The research show that the computer can be used as an effective teaching and learning tool for English Language learners, a variety of research illustrating how teachers can help English language learners develop their language skills through the use of computer. The classroom environment has changed from many years ago. Teachers

face the challenges of a large population who don't speak English and have high transient rates, we find that learning English with computer is a perfect way as compare to traditional one. In general terms, computer competence can also be defined as the "creative, critical and safe use of information and communication technologies to achieve objectives related to work, employability, learning, free time, inclusion and participation in the society.

Purpose and meaning of the thesis:

Contribute to the approach of an effective teaching methodology for the creation of quality classrooms based on the analysis of the content, technical-aspects, pedagogical proposal, accompanying with modern technology and target audience.

General purpose

- 1- The purpose will be clear for both teachers and students.
- 2- The content can be programmed in such a way to help learning.
- 3- Different learning methods can be used.
- 4- Activities are more attractive and efficient.

Specific objectives

The aim is to find out the efficiency of using computer in learning English language learning methods via the following steps:-

- 1- To find out if aims of the lesson are clear for both teachers and students.
- 2- To find out how programs content are designed.
- 3- To find out the different learning methods use by computer in achieving good learning.
- 4- To find out activities are efficient in drawing the attention and motivating student's learning.
- 5- To find out if the computer continuous evaluation is more efficient than the traditional one.

The specific objectives develop into the questions relevant to the qualitative and quantitative aspects:

The general question of the research is :

Using computer in learning English language more efficient than traditional methods via the following questions:-

- 1- Are the aims of the lesson are clear for both teachers and students?
- 2- Are the content of the lessons program better than the traditional methods?
- 3- Are the technology method more differentiated than the traditional methods?

4- Are the activities more attractive to students than the normal methods?

5- Is the continuous evaluation better than traditional evaluation methods?

Throughout the study, data will be collected by the teachers, their direct actions with the computer in the classes, their attitudes and conceptions about the role of modern technology in teaching, their multimedia skills and what methodologies they use while teaching through computer in classrooms.

Hypothesis:

The study will have three phases that will be detailed in the methodology and the hypotheses are as follows:

H1 (alternative hypothesis): Computer technology in classroom produces a high quality standard for the teaching-learning process.

HO (null hypothesis): Less use of modern technology in the classrooms with a low quality standard for the teaching-learning process.

## **METHODOLOGY**

Research design

We will use a mixed methodology (Creswell, 2015) descriptive and analytical. In descriptive approach quantitative and qualitative data will be collected.

Quantitative methods will help to relate the data and confirm or reject the hypothesis based on numerical measurement and statistical analysis.

To obtain qualitative data, a case study will be used that uses various methods, such as interview, experience report and testimony.

Therefore, we will use the analytical inductive method that is based on testing the research hypotheses using appropriate statistical tools.

In this study, four fundamental aspects are established and determine :

1. the definition of the type of research;
- 2) the appropriate collection instruments;
- 3) the definition of the target population for the construction of the sample;
- 4) analysis methods.

The experimental method was based on four phases:

1. The first phase, with a quantitative approach, will have the objective of diagnosing, based on an experiment by taking the student sample.
2. The second phase of the qualitative approach will consist of a case study where the actions of professors will be taken by checking the use of methodology and also will be observed. These classes will be recorded as well as will be applied at the end of the didactic unit.
3. The third phase of the qualitative approach will analyze the activities produced by the teachers according to a quality standard.
4. The fourth phase will be the design for the production of quality educational activities and techniques that meets the specific needs of the students in Classroom and contributes to the development of the educational process.

#### Data Collect

Phase 1 - The concept and characteristics of the teaching through modern technology i.e computer in class rooms, called as modern or smart class rooms.

Items will be formulated for a questionnaire that must be validated by two specialist teachers of ELT seeking the validation within the established categories.

This questionnaire will be made up of Likert-type response items, on a scale of 1 to 5 and will contain 20 items in the form of statements observing the concerns of objectivity, simplicity of formulation, credibility and clarity.

Two types of questions were asked in the survey. The perceptions will be obtained by opinion. To measure knowledge about computer competence, knowledge tests will be carried out that allow teachers to be classified, according to the basic, medium and intermediate levels.

After the conceptual validation (construct validity), a pre-test will be carried out which seeks to analyze the content and form of the items in terms of their clarity and understanding.

The questionnaires will be sent to teachers and educational institutes by e-mail, google docs and, if necessary, applied in person until the minimum sample of 100 participants is reached.

2. Case study of teachers who used computer technology in class rooms.

Four higher education teachers using the modern method will be selected. They will be observed in their classes for a teaching unit and there will be a video recording of those moments. This methodology of class recording aims to observe the interest of students in learning English and teacher's interest in teaching through computer.

1. Casestudy:

By :Tarig Muhammad Bhatti.

The title teaching Reading through Computer to the students of English language learners as a second language. - assisted language Learning.

Presented to: Igra University .August 2013 .Karachi Pakistan.

Objectives of the study: to study the role of reading in secondary schools and intermediate level and how it may improve through the computers.

Methodology of study : Experimental analytical method.

Result of study :- It has showed positive results in improving the reading skills of students. -Using computer in reading instruction.

-Generated a lot of interest among the students for reading comprehension.

-In addition , students enjoyed the reading materials with a variety of pictures and sounds.

2. Case study:

By :S.Sumangala and S.Sivaraj.

The title: Developing the listening and speaking skills of

English for second language (ESL) learners through computer - Assisted Language learning (CALL).

Presented: University of Jaffana .Srilanka.

Objectives: This study report the result of study focusing on developing the listening and speaking skills through computer - assisted language learning (CALL) in The Advanced Technology Institutes for the ESL students who are following the Higher National Diploma in English course. It further explores the impact of using computer in ALTs for developing those skills in and out of class.

Methodology of study : Experimental analytical method.

Finding :Overall the results are consistent with the consensus that students perceive this system as appositve addition to their classes as its use increases that students perceive this system as its use increases the skills development, participation , enjoyment fosters interactions , self .assess and compare their performance with their peers.

3. Analysis of the didactic and technical aspects of the lessons produced by the teachers and taught through computer.

4. An analysis will be made of all the lessons produced for the teaching unit by the teachers according to a quality standard model.

5. Design of a new model for the production of quality education.



Based on the results obtained with the research, a new proposal for a quality standard model will be developed to help teachers in the production of education through computer as a modern technology in a simple and effective way.

## **RESOURCES**

This work is carried out in the PhD programme: Training in the Knowledge Society (García-Peñalvo, 2014; 2021), with its portal being the main tool for communication (García-Peñalvo et al., 2019).

Being a Govt University employ of KSA , Researcher used the data base of Saudi Digital Library. Researcher have a free access to Saudi Digital Library, which is rich in material and resources.

### **Use these databases to search for ELT information.**

Nvivo 10 software for qualitative data analysis.

SPSS: Software to perform quantitative data analysis.

Online work tools: Google Drive, Whats app, Skype, Facebook.

Cloud storage tools: Dropbox.

Recorder for interviews.

Notebook and printer.

Cost with travel to schools.-

Cost assistance for participation in academic events

British Education Index provides information on research, policy and practice in education and training in the UK. It contains articles and papers on ELT.

ERIC (Educational Resources Information Center) is sponsored by the U.S. Department of Education to provide extensive access to educational-related literature including ELT.

Australian Education Index contains documents relating to educational research, policy and practice, by the Cunningham Library at the Australian Council for Educational Research.

Linguistics and Language Behavior Abstracts (LLBA): international literature in linguistics and related disciplines in the language sciences.

Omni file Full text Selecta full-text database of journal articles and book reviews. It has

multidisciplinary subject coverage, including arts, biology, business, current affairs, education, humanities, information science, law, literature, English language teaching and technology and social sciences.

Psych ARTICLES is a full-text database of journals published by the American Psychological Association (APA), and other publishers, in subject areas such as applied psychology, educational psychology, health, research, and more.

Science Direct contains full-text links to articles on education, psychology and social sciences.

The Oxford English Dictionary by Edmund S. Weiner (Editor); John Simpson (Editor)

Call Number: Reference D 423 OXF

ISBN:0198611862

Publication Date: 1989-03-30

Journal of Technology and Chinese Language Teaching (United States)

Companion to the international conference series on Technology and Chinese Language Teaching.

Language Learning & Technology (United States)

Research and frameworks that link second language acquisition theory, previous research, and language learning, teaching, and testing practices that utilize technology.

## **SCHEDULE**

The phases of the investigation are summarized in the following table:

PHASE 1 1st year 2021-22

Month J Feb Mar Apr May Jun Jul Set out Aug Sep oct Nov

Selection of the theme

Review

Bibliographic

Theoretical framework

Research plan

ethical permission

Quantitative data analysis

written of article

Annual review of thesis

PHASE 2 2nd year 2022-23

Month Jan Feb Mar Apr May Jun Jul Aug Set out Nov Dec Review

Bibliographic

Theoretical framework  
Elaboration of interviews  
Validation of interviews  
Application of online questionnaires  
Data collection and analysis  
Conduct Conference  
writing of article  
Annual thesis review

#### PHASE 3 3rd year 2023-24

Month Jan Feb Mar Apr May Jun Jul Aug Set out Nov Dec Review  
Bibliographic  
Theoretical framework  
Elaboration of questionnaire  
Validation of questionnaires  
Sending of questionnaires  
Choice of country for implementation of Project  
data analysis  
written of article  
Annual review of thesis

#### Phase 4 4th year 2024-25

Month Jan Feb Mar Apr May Jun Jul Aug Set out Nov Dec  
Writing of thesis  
Thesis review  
Defense of thesis  
Delivery of thesis  
Publication of thesis

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