

Perspectivas midiáticas e de educação na contemporaneidade



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Capa, projeto gráfico e diagramação: Mateus Leal

Revisão: autores, autoras, organizadores e organizadoras

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Use of electronic media tools and language learning: a perspective from Pakistan

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Introduction

The life in 20th century has been varnished by the advent of modern media and technology playing a significant role in today's human society development. Based on this truth, it is necessary to take advantage of the modern technological resources in the task of English language teaching. The emerging development of multimedia technology and its interesting features; audio, video and animation effects English language teaching process. It also sets a favorable platform for improvement and exploration on English teaching model in the modern era. It is proved that multimedia technology plays a constructive role in promoting activities and initiatives of student and teaching effect in English class. Terry (1999) said that the importance of media technology in teaching English as a second language is increasing and the modern technology has become a dominant vehicle in promoting teaching, learning and communications.

Davies & Hewer (2012) stated that the modern technology includes communication techniques for English language teaching in which the personal computer plays an important and vital role. Most promising technology is different language learning apps; Anki, duo lingo, memrise, mind snaks, study blue, mosalingua, open language, roseeta stone, fluent u, and busuu.

These apps make language teaching process more entertaining and interesting. Like apps, multimedia is also becoming essential in the English language classrooms. It facilitates English teachers to expand their lectures, display more information, and enhance student learning. It helps them to save time and allows for more attention to be paid to the course content.

The effect of media has become huge in teaching and learning the English language in addition to the teacher's role. English language teaching with the help of modern technology is interesting, motivating and friendly. It is important for language teachers to be aware of the latest and best equipment and must have full information of what is accessible in any given situation. English language Teachers can use multimedia technology to give more colorful, stimulating lectures in English language classrooms. According to Shamim (2009), we can say; the role of the teacher together with the role of the technology can lead to advanced learning and teaching.

In most of the institutions language is being taught in traditional style. It is not fruitful to meet the standards of globalized world. So, the need of time is to investigate the impacts of technology on English Language teaching to compete at international level. So, the survey included in this chapter explored the research questions as following.

- ▶ What is the role of modern technology in English language teaching and learning?
- ▶ How technology based English language teaching motivates students learning?
- ▶ What are the effects of modern technology on students' learning achievement?

The chapter aims to highlight the role of using modern technology in teaching English as a second language. It also discusses various approaches and techniques which can facilitate English language teachers to improve their teaching skills by using technology. These techniques will help their students in improving their reading, writing, speaking and listening skills. Among these techniques are online English language learning web sites, computer assisted language learning programs, multiple projector, cell phones, document camera, interactive white board, Google drives, Edmodo, YouTube, screen casting, iPod, games, different English language learning apps, flash notes and lesson cast.

Worldwide Perceptions about the Importance of Modern Technology in Education

According to Singhal (1997) modern Technology and teaching of English as second language are connected to each other. In the

seventies of the previous century, English language teaching laboratories were used in different educational institutions. The conventional English language laboratories were consisted of small cabinets, a microphone, a cassette deck, and a headphone for everyone. A central control panel is used by Teachers to observe their students' communications. The most important advantage of that technology was that verbal behavior of students would assist them to swiftly learn the English as second language. The students' skills can be improved by encountering other drill problems. Though the English language laboratory was a constructive step in connecting technology and English language teaching, this method was really boring and tedious for students.

Jewell (2006) argued that 21st century is an era of modern technology and English Language Teaching has been with the students from many years and its importance continues to develop, fuelled, to some extent by the Internet. First time in the history there are more Non-local than local users of the English language and variety of situation in terms of students, age, nationality, educational background etc. has become a significant characteristic of English Language Teaching today. With the fast growth of technology and science, the rising and emerging of media technology and its application to English language teaching, visual, featuring audio, computer graphic effects comes

into complete play in English classrooms and sets a constructive platform for improvement and exploitation on English language teaching model in the modern era. It is now proved that modern media plays an optimistic role in developing initiatives and activities of student and teaching effect in English language classrooms.

Growth of English language and technological innovations has gone hand in hand and are also changing the way in which people communicate. It is fair to state that the growth of the modern technology has facilitated the English language teaching. There has been a very important explosion of literature about the application of media technology in teaching English as second language. Frequently these writings unambiguously accept the role of technology as the most necessary part in teaching. Media has become inevitable in English language teaching and facilitating teachers in every aspect.

Madhavaiah et al. (2013) stated that in this modern era, it is significant for language teachers to be aware of the latest tools and to have complete knowledge of what is accessible in any situation. Teachers may use media devices and apps to give more multicolored, motivating English language lectures. The teaching code must be welcomed emerging technologies in the areas and functions where they offer something positively new precious and never let machines take the task of the instructor or limit functions

where more conventional ways are better. There are many reasons why all the English language teachers and students should know how to make use of the modern emerging technology.

Yang and Chen (2007) stated that new media wings facilitate skilled learning through bridging the distances all over the world and, students have more opportunities to be in contact with other more experienced. They argued that media technology ropes cooperative learning through using collaboration in the solution of different problem and through letting students to arise in significant contexts. Technology is really helpful in transferring the outside experiences to the classroom.

Terry (1999) argued that the significance of modern technology in teaching English as a second language is increasing and the technology has become a dominant medium in promoting teaching, learning and communications. Technology is a great instrument with huge possibilities for paving quick highways from old-fashioned educational systems to systems competent to provide learning opportunities for all, to best serve the requirements of 21st century communication, work, learning, and life. Goldberg (1996) also reported that students who were given instruction using modern technology performed better than other group who were taught through traditional method.

Media and Technology

Moursund & Bielefeldt (1999) stated a best definition of technology must consist of “the organized application of scientific and other systematic knowledge to daily practical jobs”. There are different media tools which are used in English language teaching classrooms, they make learning environment interesting, motivating and entertaining. Modern technology includes following media tools; computer assisted language learning programs, multiple projector, cell phones, document camera, interactive white board, Google drives, edmodo, youtube, screen casting, ipods, games, different English language learning apps, flash notes and lesson cast.

Multimedia Projector

According to Stemler (1997), Multimedia is now becoming essential in the English language teaching classrooms. Interesting features of multimedia devices into teaching English supports the execution of first-class teaching and explores latest issues in high education. It fosters the educational direction from teacher-centered to student-centered instruction. There are many unique multimedia tools accessible in the marketplace. PPT, Audio streaming, video and animation are fairly recognized by instructors and students (Davies &

Hewer, 2012). Vocabulary building, note-taking or note-making skills, Pronunciation, accent, writing skills reading comprehension, etc. are educated using the multimedia devices presentation on a bigger scale so that all learners are able to look the information simply from multiple locations all over the classroom.

Richards (2001) and Laurillard (1993) stated that Instructional designers and curriculum developers collaborate with skillful teachers and subject trainers to create efficient, incorporated learning and teaching strategies which reinforce instructions' proficient skills, make most favorable use of classroom time, and expand student contact to teaching materials. Vanghan (2004) argued that Power Point Presentations (PPT), Flash or Java Animation, Audio Streaming, Video, etc. is the various multimedia devices used in teaching English language.

According to Litchfield (1995) seeing and hearing are the main senses. Multimedia provides a sensory and factual learning experience; it gives greater potential for learning English language. Audio software has options like record, play, stop, etc. It does not include animations or images. Power Point presentation has images and text; audio files could be inserted, if needed. Flash animations include audio, images, text, and animations. Videos may be played through any media player. For easy understanding of the conversations, it contains sub-texts.

Cell Phones

According to Wang & Smith (2013) the use of cell phones in distance learning is not new trend. In 1996, at Brigham Young University-Hawaii teachers taught an English distance-learning course from Tonga to Hawaii through computer and cell phone. Hayo (2010) used teleconferencing for teaching an English discussion course in South Korea. Godwin-Jones (2005) stated that Many other free and profitable cell phone language learning programs have become easily accessible: the BBC World Service's Learning English section provide English language lessons through SMS in Francophone china and West Africa; BBC Wales has similarly presented Welsh lessons since 2003. Kukulska-Hulme (2005) said that the aim of such programs is to connect new type of learners in a time and place of their choice. Chen, Hsieh and Kinshuk (2008) suggest that immediacy, portability and localization are the necessary inspiring factors in cell language learning.

Brown (2001) stated Stanford Learning Lab developed the first project using cell phones in language learning and teaching. Particularly, they introduced Spanish study programs using both email and voice cell phones. These programs integrated language practice word, quizzes and phrase translations, and contact to live talking instructors. Thornton and Houser (2002, 2003, 2005)

also introduced many novel projects using cell phones to teach English as second language at a Japanese university. Kiernan and Aizawa (2004) studied whether or not cell phones were effective in language learning and to discover their use in different learning situation. They stated that foreign or second language learning and teaching is best developed through the application of tasks, which need students to secure some sort of gap, thus focusing the students on meaning. Alemi et al. (2012) stated that their small screen sizes were deemed, inappropriate for learning novel substance but helpful for practice and review. Live teaching was also efficient and helpful for distance English language learners.

Document Camera

Document camera is one of the best ways to use technology in the classroom. A document camera can be connected to a projector by a direct connection or with a computer. It allows the language teacher to display real time video, books, language problems, maps, images, student work and many other things. Camera is attached to a multimedia projector. When an item, such as worksheet or a book is placed below the camera, it projects on top of the screen live. For example, the camera on your mobile phone shows every movement and features can be even used to

take motionless pictures or video to use for further discussions. Dudeney (2007) said that it plays an important role in pronouncing different English words and makes learning process more entertaining. It displays real time colors on a larger scale. This is great for showing examples of how to complete a project and pronounce words when students are watching from their seats.

Interactive Whiteboard

An interactive whiteboard is an interactive screen that interacts with the images by touching the screen. It is an interesting teaching aid which was designed at the end of the 20th century basically for the classroom use. It has been spreading since 2000 and it has become familiar tools at elementary and secondary level.

According to Hall & Higgins (2005) teaching according to the modern trends requires equal growth of all language skills, usual exhibition to natural language by local speakers and interactive participation of language students. Therefore, Interactive white boards, which support learners' involvement, have the capacity to become one of the devices that can help the teachers to fulfill these aims. How interactive exercises are appropriate to learn English languages? Like, short recording clips of voice can be created and added into the interactive white board software.

English language Students can use them to practice vocabulary, pronunciation and grammar. Younger students definitely appreciate the visual dimension and playful qualities, which make the abstract grammar or complex ideas more understandable. Properly chosen videos may be very effective and advantageous.

According to Beauchamp (2004) that teachers see how this can be used to facilitate a learning environment in which students and teacher combine scientific skills and teachers' educational vision to develop a new learning practice. Betcher and Lee (2009) said that To make interactive white boards teaching really useful, the specialists suggest following eight principles: Be organized, be proficient, be flexible, be interactive, be open- minded, be constructive, be prepared to plan and be willing to share. These are all the characteristic of an excellent 21st century teacher. The most popular brands of IWBs are:

- ▶ Smart Board: www.smarttech.com
- ▶ ActivBoard: www.prometheanworld.com
- ▶ InterWrite: www.einstruction.com
- ▶ Clasus, BenQ, Qomo, ENO, Hitachi and many others

Google Drive

Google Drive as a free online storage cloud has Google's version of Power Point, Excel and word built into it. It assists students to create documents for free. They can contact and alter these language related documents on a computer or tablet device from different locations with their Google account. Students may share the document with their instructors while they work and they get feedback at the spot. Davies (2012) stated that with the creative writing process, Teachers can help students to share their stories as they write so teacher can give feedback live without disturbing their creative flow. Tapscott (2001) stated that teachers may also get their students to create a presentation with the help of one another on an aspect of the historical or social context of a text you are studying.

Edmodo

Al-Said (2015) stated that for students, teachers and parents Edmodo is a free public learning platform. It looks like Facebook, that's why it is a well-known format for students to use. But before running for the hills, this looks very different to face book in that it is totally controlled by the instructor and particularly designed for educational purposes. Edmodo as a homepage has

a shared timeline where teacher and students can communicate and you can allow students to interact with one another, if they wish. Both teachers and students have a library for storing documents and share them with others if they want to. English language teacher can arrange assignments; send it students and teachers feedback on the work (KUMELASHVILI, 2016)". Two mainly useful functions are the quizzes and polls, and there is also a book that houses students' teacher-assessed quizzes and grades results for every student. Teacher can schedule weekly or monthly spelling tests, like multiple choice quizzes with the help of Edmodo which mechanically collect the results so they can simply see trends in the class's performance.

Screen casting

There are many tools there that capture students' device or computer screen and allow them to record their voice while they do so. Fernandez-Ulloa (2013) stated that the simplest way to use this device is to make short instructional videos to help students study separately or modify a topic. For example, teachers may build clips outlining diverse writing styles or maybe their students can work together to make clips on themes which they think are important. Teachers can get students involved and invite them to create short videos explaining English poems which they have been studying as a review device.

YouTube

One best way to collect the videos which are created by a screen cast device is to initiate a YouTube channel and send them all there. This is basically English language teachers own YouTube home page; they can simply style the background, follow other channels of interest and upload profile information. Within their channel they can also create playlists to arrange videos into small topics and let students to find them easily.

According to Collision et al. (2005) a channel for English department can be created. Build a playlist for every topic on course map from legend and myths to war poetry and innovative writing. All we need to do is to drop in videos according to teachers' choice. The videos can be created by staff, students or just found from instructional sources around the net. The clips can assist students get more information from the topic or give confidence them to read and investigate around the subject. This enhances English language students' learning skills and they participate very actively.

iPods

Digital audio files offer a very good quality sound in a compacted format. The transportable media players developed to listen them are also to

a certain extent compact. Most well-known among them is Apple's *iPod*, which in the form of latest version provide audio and video functionality. Debatably as accepted as the *iPod* are its add-ons and able to download software, with English language learning programs. For example, *iLingo* is downloading language translation software, or an electronic type phrase book.

According to Belanger (2005) many other applications of the iPod in English language teaching and learning have been explored. In 2004, Duke University facilitated all arriving freshmen along with free 20 gigabyte iPods prepared with voice recorders. Among the pilot courses applying the players were many language courses, which utilized together their recording and listening capabilities. English language Students in a Spanish classroom used iPods to answer to oral quizzes, record audio journals, submit audio assignments, and receive oral opinion from their teachers. Likewise, A Turkish English class used them to listen to valid materials such songs, poems and news, and to the teachers' language and translations. Kukulaska-Hulme (2005) stated that Students taking German and Spanish courses from the United Kingdom's University are equally having digital mini camcorder or voice recorder to record interviews with other language learners and to create audio-visual tours. Moreover, different programs are also completely accessible via podcast like, Voice of America' Special English.

Stanley (2005) a second language instructor has formed a podcast itself on the utilization of podcasts for English language teachers.

Games

Many experience methodology manuals and textbook writers have noticed that games are not only time filling activities but also have a great educational significance. Lee (1979, p. 2) states that most of the language learning games makes students to use the language in real life instead of just thinking about educating the accurate forms of language. He also states that games must be treated as vital not secondary to the second or foreign language teaching programmed. Richard-Amato (1988) said that there are many advantages of games in language learning classrooms. Games are very helpful in reducing anxiety and makes language acquisition task very enthusiastic. They are extremely inspiring and encouraging and they provide shy language learners more chances to express their feelings, knowledge and opinions (GEE, 2001). They do not only break the ice but also use to introduce new ideas in second language teaching and learning.

Rixon (1981) and Silvers (2016) stated that we cannot deny the importance of games in English as second language teaching at secondary level. Zdybiewska (1994) and Kapp (2012) appreciates

games in English language teaching environment, he considers games to be a good way of learning language, as they offer a model of what students will use the language in actual life in the future. Avedon and Brian (1971) said that if English language learning students enjoy the game; they can play again it at their home. Popular English language games are memory games, word find games, hagman and quizzes etc.

- ▶ Games to learn English: www.gamestolearnenglish.com
- ▶ Fun English Games: www.funenglishgames.com
- ▶ ESL Games: www.eslgamesworld.com
- ▶ ESL Games Plus: www.eslgamesworld.com

CALL

“CALL” stands for “computer assisted language learning”. This is the term used by students and teachers to explain the use of computer in language course. It does not refer to use a computer by teacher to type the worksheet to provide a computerized bill to a student for a language course fee. According to Chang & Hsu (2011) researchers are appreciating the usefulness of computer assisted language especially in English language classrooms. Different investigations assist course designer to develop effective software, they also help English language teachers to optimize

content and English learning with the help of computers.

According to Nunan Computer assisted language learning can be:

- ▶ Only one student using one computer with interactive software.
- ▶ Only one computer with interactive software used by two or three students.
- ▶ Students using computer for interacting with other students.
- ▶ Students working on computers with web based language content.
- ▶ A teacher is using one computer and a big monitor or a data projector for language teaching.

Nolff (1990) noticed that there was considerably less teacher converse and control in the computer group and the higher level of direct interaction among students. In this environment teacher talk is minimized and students participate actively. According to Warschauer (1997) increased learner communication means minimum teacher control over subject matter and conversation. Students can speak when they want to able to communicate their thought and feelings.

Pimsleur Method

The Pimsleur method is an audio based technique that emphasizes on participation in speaking and sound drills instead of strict memorization and flashcards. If language students have ever seen a parody of learning a new language via listening to a tape that motivates them to mimic back phrases and words after a native speaker says them aloud, students are well-known with the Pimsleur Method (NOMASS, 2013). The method certainly has reading and vocabulary exercises; it also focuses on speaking exercises and encourages speaking a language aloud. Every exercise is about 30 minutes, where English language students speak phrases in the English as target language.

When new words and phrases are learned with the help of another familiar language, students' memory is reinforced with older once. This method is available in above 50 different languages and it has been used by individuals and large organizations to teach people many new languages, as it has an extremely long track record. Pimsleur is a profitable and effective product, thus students and teachers should expect to pay for it (GODWIN-JONES, 2005). There are web apps and mobile apps designed to balance your lessons, too. Students can grab a 30 minute lesson for free to see if it is the kind of thing that would work for them, and after that they have to select a language

and pay for it. Even used in performance with some of the other methods for vocabulary and reading, Pimsleur also does well at teaching students to speak. It helps students in enhancing speaking skills besides reading and writing.

Live Mocha

Live mocha is a really complete language learning community and program, crammed with above 12 million native speakers from close to 200 countries and allowing instruction in over 38 languages. It is comparatively new, launched in 2007 and content available on this program is free for English language learners. This modern approach is almost completely web based, with tutorial videos, live classes, communication with native speakers and all these features are available right at your computer. Courses on this program are incredibly comprehensive with dozens of hours of coursework available for different languages. English language students can sign up for free and take a handful of lessons without paying money. Finally students will hit a point where if they want to continue their lessons they'll have to open their wallet. Private tutoring can also be obtained through live mocha.

Interesting feature of live mocha is that it encourages language teachers and students to use the internet in the language of your choice.

Power of this social media also helps learners to learn target language in a more interesting way. Students who learn from native speakers are graded by other students who are fluent in the target language, and they can get easily feedback from experts.

Survey Conducted in Pakistan

The purpose of selecting survey research was that many different types of information could be collected. According to Calderon (2012) that a survey leading to the descriptive research is a purposeful process of collecting, investigating, classifying and tabulating data about existing condition, belief, practice, method, trends and cause effect relationships and also the making of sufficient and truthful explanation about such data with or without the aid of numerical method.

The population of the study comprised of the teachers (male and female) of Allied school kasur, The Smart School Raiwind, and Kips school Lahore and The Educators School Faisalabad. The systematic process of selecting the fractional part is called sampling as described by Cocharn (1963). For the survey simple random sampling method was used which one kind of probability sampling in which every person have the same chance to become the part of the study.

Data Collection Tool

A self-constructed questionnaire was developed by the researcher. The pattern of questionnaire was based on four points like the lickert scale in which a respondent was asked to respond to a series of teaching strategies by indicating the following four keys i.e.

- A** Agree
- B** Disagree
- C** Strongly agree
- D** Strongly Disagree

Procedure

Researcher visited the schools and got permission from the principals for data collection. Researcher introduced herself to the teachers and told them briefly the purpose of the survey. Data was collected in four days by visiting the selected school personally because it was not possible to collect data from the four schools at the same day.

All the teachers were very co-operative and helpful during data collection. A suitable and peaceful environment was provided for data collection. Before distributing questionnaire among the teachers, researcher gave them the necessary instructions for filling the questionnaire. Researcher asked them a few questions just to give them a clue and guidance that how they fill the questionnaire. For example, do you use technology

in English language teaching classrooms? Researcher told them that you are supposed to give your answer by marking one option from the given 4 options (1 Agree 2 disagree 3 strongly agree 4 strongly disagree).

After initial instructions researcher distributed among the teachers and asked them to write their name if they want otherwise it was not necessary. They were not allowed to share the answer with their colleagues. Researcher told them that it is an activity that one not graded, after that researcher distributes the questionnaire among the teachers, they fill the questionnaire honestly and handed it over to researcher. Teachers showed great interest while filling the questionnaire. At the end after collecting the data researcher thanked to teachers and principals for their time and cooperation.

Survey results and Discussion on Perception about the Role of Modern Media Technology in Education in Pakistan

The results exhibited that 90% teachers were in the favor of using media technology to teach language than traditional teaching methods. 76% teachers said that cell phones enhance their students' vocabulary and they can use cell phone for improving vocabulary of their learners. 70% teachers of this study were in the favour of teaching

with games because it is more interesting than books and this develops their motivation level. 86% teachers said that interactive whiteboard raise student's participation in classroom due to its attractive features. 81% teachers of the study agreed with that language learning apps give quick feedback to students and students learn more information and knowledge through these types of apps. Teachers can easily share learning material, feedback, ideas and solve student s' problems through internet. 83% teachers said that they can easily communicate with their students and solve their problems. The study reveals that Edmodo makes teaching process more entertaining and interesting. 81% teachers viewed that it makes teaching English process interesting. All in all, 80% teachers said that technology is playing a vital role in English language teaching and making English language teaching process more interesting and motivating.

Results of the study conducted in Pakistan reflected the effects of modern technology at secondary level in Pakistan and responses from teachers showed the importance and effectiveness of modern technology. It also shows that how the target of English as second language acquisition can be achieved using different techniques of technology like multimedia, interactive whiteboards, cell phones, computers, iPod and different English language learning apps.

The survey results lead that Technology based language learning and teaching is more effective than traditional based language learning. Nowadays, the old traditional teaching methods and environment are not popular while multimedia technology visual animation, featuring audio effects naturally and humanely makes us more access to information besides, with such characteristics as plentiful-information and crossing time and space, modern technology offers a sense of reality and functions very well, which greatly develop students' interest and motivation in study and their involvement in class activities.

Traditional style of teaching language has hampered the process of teaching and makes students very submissive in understanding the structure, meaning the function the language, this make hard to achieve the target of communication. Technology seeks the integration all aspects in the teaching and learning language. This dynamic way in teaching and learning English language motive students and make the classroom activities more enjoyable. So technology based teaching has uniquely encouraged students' optimistic thinking and communication skills in social practice.

Modern Technology helps students to learn in a more natural way and gives them the chance to learn the western culture. Modern technology motivates students to discuss different topics between them and at the same time let

them to improve their language skills. Modern technology enhance English teaching content and make the best of class time and break the “teacher centered” traditional teaching styles and fundamentally improve class competence the old traditional teaching model generally emphasize on teachers’ instruction, and the information provided is limited due to traditional teaching learning environment. On the contrary, modern technology creates more vivid, visual, authentic environment for English learning and goes beyond time and space, it also stimulates students’ inner qualities and economizes class time, at the same time increases class information. As results show 90 % teachers were in the favor of technology English language based is more effective than traditional teaching.

Technology and Communication

Technology and communication have been part of our live, especially in the area of education. In all educational system, the use of technology and communication has certain place so, computers play significant role in the teaching and learning process. From using a computer Teaching English for a second-language learner can take benefit. In fact a computer is a device and medium that facilitates people in teaching a second language, though the efficiency of learning depends totally

on the users that how they use in their classrooms? (HARTOYO, 2006, p. 11).

Nowadays, the number of English language teachers using CALL has increased markedly because teaching English language with computer is more entertaining. Conventional language teaching in classroom can be tedious, boring, and even frustrating, and students can lose interest and enthusiasm in learning. CALL programmers give student ways to learn English through animated graphics, computer games, and problem-solving techniques which can make drills more motivating.

Computer assisted language teaching and learning is useful in reducing workload and makes teaching learning process more effective. As results shows 82 % teachers were agreed that CALL reduces work load and make teaching easy. It shows the effectiveness of CALL in English language teaching institutes. English language Teachers can use computers in their English classrooms to gain maximum positive results. They can use computer for planning instruction and presentation in the classroom; it will make them composed and balanced personalities.

Surfing the internet is not enjoyable but it really very much beneficial for the English learners. It motivates them to learn English and students learn a lot of things like grammar, pronunciation, style, vocabulary, and intonation by means of the internet. Teachers are able to use the internet to

acquire information on topics that are introduced in the materials that the students have in their hand. Latest video clips can be watched in order to add more to a lesson.

Listening different concepts can be assigned individually so that students may be able to listen to other English speakers from other foreign countries in order to apply and reinforce what they previously know. Communication with local speakers allows English learners to practice particular skills such as persuading, negotiating, requesting information, clarifying meaning, and engaging in true-life, opportunity to and reliable discussion. Moreover the internet gives the build knowledge together by expressing themselves in print and then assessing, comparing, evaluating, and reflecting on their own views and those of others. The study shows that internet is helpful in communicating with students; teachers can easily communicate with their students even after class timing. Teachers can easily share learning material, feedback, ideas and solve students' problems through internet. 83% teachers said that they can easily communicate with their students and solve their problems.

Social Media and Education

Edmodo similar to Facebook is a social networking website, however absolutely designed

with a particular instructive purpose and for exclusive users. The teacher is the directorial head of the group while the English learning students and parents are the members. Similar to Facebook Teachers invite students into personal groups, and can post assignments, quizzes polls, and for the students. The English language teacher can plan the assignments of a week or even a month in advance. The designed assignments can be established by the students after they login. It is a calendar inside Edmodo which make the students reminding them about their assignments in upcoming days. Most significantly it keeps students up to date about deadlines. The students can therefore, solve the everyday jobs given by the teacher and parents can view their students' performance. Primarily the teacher has to sign up and form a group.

One time the group is formed the teacher is provided with a detach group code for students and parents. Using their relevant group codes the students and parents can sign up and login later. The teacher can yet lock the group from fresh members at any time! The duty of the teacher is to post Notes, Assignments, Quizzes, and more to the group and start the learning process. The teacher can also see the improvement of the English language learning students in the 'Progress Bar'.

The study reveals that Edmodo makes teaching process more entertaining and interesting. 81% teachers viewed that it makes teaching English

process interesting. The study also shows that Edmodo is really helpful in providing a secure environment to the students as every student and their parent have their own group code; it cannot be used by outer members. The students do not have private messaging facility and all student posts are observable by teachers and parents at the same time. The classroom is in the control of the teacher as he /she can handle student passwords, delete wrong posts from students, or even make the class read-only.

Games and Education

According to Richard-Amato (1996), even although games are often related with fun, we cannot lose sight of their educational values, above all in English as second language teaching. Games are useful because they provide lower students' stress, motivation, and give them the chance for real communication. "They encourage motivation and students get very captivated in the competitive aspects of the games; similarly they try harder at games than in other courses" (AVEDON & BRIAN, 1971).

Naturally, when students are playing games, they want to win or beat other team for themselves or on the behalf of their own team. They are so spirited while playing because they want to take a turn to play, to get points and to win the game. Definitely, in the class, students will take

part in different language learning activities. So, it is possible for English language teacher to introduce students to new ideas, grammar, and knowledge and so on. As in the dictation game, students are so spirited that they want to finish first and win. It can be obviously seen that games are very helpful in capturing students' attention and input. Games motivate students to want to learn English language more and amore. Besides, they can convert a tedious class into a challenging one.

Another reason why games are frequently used in English language classes is that they lesser students' anxiety in the classroom. In traditional and conventional classrooms, there is a lot of pressure put on learners trying to master the target language. There is a high level of stress in the traditional classroom because students have to face strange or unfamiliar grammatical structures, texts, words and so on. So, students mostly feel uncomfortable and anxious in English teaching classrooms, which certainly affect their skills to learn. As a result, games are helpful in lowering their nervousness, make them feel comfortable, and want to learn more about English language. It is believed that when students learn English language through games, they relax and have fun. 70% teachers of this study said that teaching with games is more interesting than books and this develop their motivation level. This shows that games can be used in English language teaching

process as entertaining tool for enhancing students learning level at secondary level, as everyone knows students learn more from games.

Role of Online Resources in Education

The study shows that online resources and different Apps make teaching English fun and entertainment and students attend English classroom without any stress. 85% teachers were in the favor of use of different apps and online resources in the English teaching classroom. Instead of repeating common English phrases in a classroom setting, English language learning students can play games and complete different exercises while learning the different aspects of the target language, even if they are away from a English language teacher or school.

With many hardworking contributions from teachers, students can take benefit of exercises that suit their needs. Students are allowed to select their own level of difficulty in grammar and vocabulary quizzes. In addition, the site gives a range of podcasts and language related YouTube videos, including those that help students to listen and read at the same time. For the technology know-how, the site is also accessible from the iPhone device and the iPod Touch. Apps and Online resources can enhance basic skills to allow English language students to learn slang and idioms. This

allows the student to better comprehend phrases and terms that are not available in a dictionary and this creates more natural sounding dialogue.

Another important benefit of utilizing apps and online resources is Convenience and efficiency. Students can learn on their own time a program to fit their needs. YouTube and Podcasts allow the student to hear the English language being spoken. There are a lot of listen and repeat programs to enhance the memorization process. Apps and online resources provide a most entertaining way to learn, and a way to provide basic knowledge with an understanding of cultural factors, slang and idioms. These online resources are very much beneficial and effective for those students who have limited resources.

The use of online resources and apps and is very effective, convenient, and friendly to fit the English language student's individual learning needs. Learn a Song Podcast, Jokes in English, and Listen and Repeat Podcast can also be interesting ways to not only learn the English language but also knowing the culture as well.

The study shows that online English language Teaching is more time saving and convenient. 81% teachers said it is helpful in saving time and energy. Online English language teaching offers teachers multiple options for involving in motivating instructional activities. Online staff has more suppleness in teaching during non

conventional class times. They can also provide instructions anywhere they have the facility of Internet.

Examples of online teaching include teaching from home or from traveling to a meeting. The online teaching environment provides a more comfortable site for shy English language students to take part in interesting course activities and discussions. This increases the number of participants, level of learning skills of second language, and the effectiveness of course discussion.

The online teaching environment also motivates students who are self motivated and more likely to start conversations, pose questions, and work together with their fellows and teacher. As each student is expected to post a reply to the conversation board, the teacher gets a strong sense of his students' comprehension of course material.

It's very interesting feature of online resources that students' engagement and learning skills increases. As all students are required to participate in discussion session, every student supposes to work through different problems and make new ideas and solutions. Students who normally do not take part in the face to face classes are able to post to a discussion and interact with their fellows in the learning process. As students have more time to recollect ideas and reply to the

teacher's question, teachers get more in-depth, researched responses from students.

By teaching English online, teachers reach a wide student population which was not easy to accessible. Communication and interaction with students from different parts of the country or the whole globe not only develops the students' English language learning experience but also the teacher's explore.

Duo lingo allows students to learn a new language while translating sites on the web. Duo lingo has English language learning programs and lessons for students, and as students take the lessons, they'll find themselves translating the web as they surf effectively learning to read and speak the language they are interested in by looking at and hearing what local speakers are writing and saying. With most programs students 'will spend most of their time translating, seeing the language and dictating. There are some language exercises too, although they are not the main focus.

This characteristic of Duo lingo makes students active and communicative as they themselves learn new things about second language. Results shows that learning and teaching of English as second through Duo lingo app is fun and game playing activity as students participate with teacher in this process for achieving targets. 88 % teachers were in the favor of the use of Duo lingo is helpful in the teaching process and

it makes their students communicative, confident and active.

There are many apps; Anki, duo lingo, memrise, mind snacks, study blue, mosalingua, open language, roseeta stone, fluent u, and busuu which are really helpful in English language teaching and learning. By working *with* technology, using some of these apps will effectively help English language teachers add a new aspect to their teaching. It'll also break from the conventional classroom and it'll reinforce the skills of English language learning. Many of these apps are even free of cost. Teachers can use these apps during class to again their students' attention and interest.

The interesting features of these apps are that they give a friendly teaching environment and they can be used both during the class time and outside of the learning environment. Apps are so easy to use for both students and teachers, and require totally no prep time. The study shows that Modern technology also corrects the mistakes of the students. 81% teachers of the study agreed with that language learning apps give quick feedback to students and students learn more information and knowledge through these types of apps. Teachers recommend these apps for gathering feedback from students. It is really very effective way to receive feedback from the entire class at the end of the session.

Screen Casting and Education

Screen casting is when teacher records a video of his computer screen during class or after for teaching or sharing ideas. An easy way to use this tool is to make short instructional videos to help students to study independently or revise a topic. Teacher can create clips outlining different writing styles or possible students can work together to create clips on important themes. Teacher can get students involved and ask them to create short videos explaining English poems for improving English language skills.

Online courses can also want English language students to create screen casts of the necessary course material to bring the engagement to both sides of the exchange between teacher and students. Students uploading their screen casts for the help of the whole online class create an effective learning experience.

English Teachers are always motivated to find better and more efficient ways to offer positive feedback on student assignments. Screen casting can be the ideal tool to rapidly create meaningful comments on an evaluation or assignment that go beyond text.

A main benefit of screen casting is that the observer can watch the screen cast at a time when it is best for them because learning does not only take place in an academic setting. Moreover,

the viewer can understand the information at their own through pausing and re-watching various portions. The study shows that the use of screen casting makes students independent and creative, as students feel confident and motivated while making videos.

The study shows that modern technology has more advantages than its disadvantages as 85% teachers were in this favor. No doubt, Modern technology has negative aspects too, it depend on teachers and students how they use it in English language classrooms. If technology is used effectively in teaching English, it can facilitate learning environment in many ways. Technology is very efficient in improving students' all language skills and makes them a competent communicator. It makes teaching English very interesting, motivating and attractive.

Conclusion

In this modern era, English as international language has become an important medium of communication. Therefore, it has become necessary for everyone to learn this as second language.

Technology has brought revolution in the field of English language learning and teaching. In English language teaching and learning, teachers have many techniques to choose from modern

technology: computer, TV, CD player, electronic dictionaries, the internet, Audio Cassettes, DVDs, Mobile devices, Power Point videos and Skype. Through the use of technology students learn English language more eagerly and actively. Mobile devices and Internet connections are of the most popular and useful ways in language teaching for interaction between teacher and English language learning students. These devices enhance students' language learning skills; listening, speaking, reading and writing. We cannot deny the importance of technology in English language teaching process at secondary level in Pakistan.

So, teaching with modern technology at secondary level is inevitable and it positively affects students' performance in private schools of Pakistan. Modern technology makes English language teaching process interesting, entraining and friendly. It increases students' participation and motivation level in classrooms. Teachers can use these modern devices to make their task easy, convenient and time saving.

The number of English language speakers in Pakistan can be increased through the interesting features of modern technology. No doubt, Modern technology has negative aspects too, it depend on teachers and students how they use it in English language classrooms, if technology is used effectively in teaching English, it can facilitate learning environment in many ways.

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