

Chapter One

1.1. Introduction

Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it change over time? Linguists consequently are concerned with a number of particular questions about the nature of language. Though linguistics as a science surely found as in theoretical and practical form, and within the latter one, there is the issue of using technology in process of learning and teaching language (i.e. is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application.

In this modest work the researcher is going to do some endeavors to conduct simple identification of one of modern method of learning language, in which human discovery is used as aid in process of learning. So, the researcher tries to examine a sample of students of high school, he thought that , may get some sound results of the mentioned topic , because of the nature and mode of the whole country , in which it seems hastily developed in the field of technology.

Thus, he wants to put some dots on this issue in order to reveal for how extent that technology affected the process of learning, degree of students outcomes, and the status of the traditional method of teaching and learning. Beside all that , revealing the negative impact if there is , as well as showing the role of technology in the process of learning.

As a result of this scrutiny, in the end of this modest work, the researcher is trying to do his best in order to come out with some useful, findings, results and recommendations.

1.2. Statement of the Problem

Using Technology in Learning Language in High School has great impact in the process of learning and teaching language.

1.3. Objectives of the Research

1. To discover the profound degree of impact of Using Technology in Learning Language in High School.
2. To identify the percentage of attainment among student via using Technology.
3. To identify how the traditional methods of teaching copes with technology.
4. To discover the negative impact of Using Technology in Learning Language in High School if there is any.
5. To identify the role of Using Technology in Learning Language in High School.

1.4. Questions of Research

1. For how far using technology has an impact in learning language in high school?
2. For how much the degree of attainment is accounted among students when they use technology in process of learning?
3. How the traditional methods of teaching cope with technology?
4. Is there any negative impact of using technology in learning language in high school?
5. What is role of using technology in learning language in high school?

1.5. Hypotheses of Research

1. Using technology has an impact in learning language in high school.
2. The percentage of attainment among students is high and estimated about 70% as a result of using technology.
3. It is difficult for the whole kinds of traditional methods of teaching could cope with Technology.
4. Using technology in high school sometimes has contrary impact among students.
5. Using technology in high school facilitates the process of learning language.

1.6. Significance of Research

This research is designed to seek in the field of linguistics in general and in applied linguistics in special, therefore it is necessity based on that, it will be the reference of studying the impact of using technology in high school as well as basis background for further researching field and studying and also will be as a guide for students whom have desire to study about the role of Technology towards learning and teaching language.

1.7. Methods

In this study the researcher is going to fellow the enquiry mode (i.e. quantitative way to reveal how many students depend on using technology, explaining the percentage of their attainment that affected when they use technology and degree of the impact of technology).

1.8. Research Limits

- 1 **Time limitation:** during six month.
- 2 **Place limitation:** Mohammad Bin Hamad Al-Shibeili High School, at Onizha city, Al-qassim Directorate, Kingdom of Saudi Arabia ((and May extent to other schools)).
- 3 **Population limitation:** Students of Mohammad Bin Hamad Al-Shibeili High School ((and May extent to other schools)).

1.9. Definition of Terms

- 1 **Impact:** A powerful effect that something, especially something new, has on a situation or person.
- 2 **Technology:** The study and knowledge of the practical, especially industrial, use of scientific discoveries e.g. computer technology.
- 3 **Attainment:** Someone's attainments are the things they have done and the skills they have learned.
- 4 **Learning:** The activity of obtaining knowledge or knowledge obtained by study.
- 5 **Student inputs:** Information that is put into once mind so that it can operate.
- 6 **Teaching methodology:** A system of ways of doing, teaching or studying something
- 7 **Traditional methodology:** Following or belonging to the customs or ways of behaving that have continued in a group of people or society for a long time without changing.

- 8 Learning environment:** The conditions that learning takes place and the way that learning affects how once feel or how effectively once can obtain knowledge.
- 9 Educational hardware:** The physical and electronic parts of a computer, rather than the instructions it follows which used as an aid in process of learning.
- 10 Educational software:** The instructions which control what a computer does; computer programs which used as an aid in process of learning.
- 11 Integrating technology:** The term means that technology is not taught as a separate class, but integrated into the classroom. It also means that students use technology to learn content and show their understanding of content, not just their expertise with a tool.
- 12 Curriculum:** the group of subjects studied in a school, college ...etc.

Chapter Two

Literature Review and Previous Studies

2.1 Introduction

In this chapter the researcher wants to explain and discuss the issue of how technology is actually has an impact in process of learning depending on analyzing the previous studies as well as going through investigating and analyzing the theoretical study of the issue, in finding solid ground about the complication of this issue, especially in high school to establish green lines of questions and hypotheses which set in the previous chapter. So he begins by showing a bit information about the whole issue then, going on to compare this method and the classical ones in order to establish the appropriate ground that shape the core problem of the topic "the impact of using technology in learning language in high education" because in this chapter gap area will be existed only after investigating and analyzing the previous studies and essays which were done in similar or alike case of study.

2.2 CALL Nature

Computer assisted language learning (CALL) is an approach to teaching and learning language that use computers and other technologies to present and reinforce and assess material to be learned, or to create environment where teachers and learners interact with one another and the outside world.

Computer assisted language learning (CALL) is a field that has featured as the theme of books, journals and academic conferences over the past few decades. There are several internationally referred English language journals in this field. Emanating from the US (CALICO journal, language learning and technology) Europe (RECALL)(computer assisted language learning) and Asia CALL-AJ the JALT CALL journal PAC CALL journal) as well as numerous publication in many other language since it begins in a half century ago(see Levy 1987) there has been an beginning range of technologies available to call practitioners (see Stockwell 2007a) founded on different theories (Hubbard 2008) and pedagogies (Beatty 2003). (Glenn Stockwell p1).



2.3 CALL Programs Typology and Phases

During the 1980s and 1990s, several attempts were made to establish a CALL typology. A wide range of different types of CALL programs was identified by Davies & Higgins (1985), Jones & Fortescue (1987), Hardisty & Windeatt (1989) and Levy (1997: pp. 118ff.). These included gap-filling and Cloze programs, multiple-choice programs, free-format (text-entry) programs, adventures and simulations, action mazes, sentence-reordering programs, exploratory programs—and "total Cloze", a type of program in which the learner has to reconstruct a whole text. Most of these early programs still exist in modernized versions.

Since the 1990s, it has become increasingly difficult to categorize CALL as it now extends to the use of blogs, wikis, social networks, podcasting, Web 2.0 applications, language learning in virtual worlds and interactive whiteboards (Davies et al. 2010: Section 3.7).

Warschauer (1996) and Warschauer & Healey (1998) took a different approach. Rather than focusing on the typology of CALL, they identified three historical phases of CALL, classified according to their underlying pedagogical and methodological approaches:

- Behavioristic CALL: conceived in the 1950s and implemented in the 1960s and 1970s.
- Communicative CALL: 1970s to 1980s.
- Integrative CALL: embracing Multimedia and the Internet: 1990s.

2.3.1 Most CALL Programs in Warschauer & Healey's

The **first phase**, Behavioristic CALL (1960s to 1970s), consisted of drill-and-practice materials in which the computer presented a stimulus and the learner provided a response. At first, both could be done only through text. The computer would analyze students' input and give feedback, and more sophisticated programs would react to students' mistakes by branching to help screens and remedial activities. While such programs and their underlying pedagogy still exist today, behavioristic approaches to language learning have been rejected by most language teachers, and the increasing sophistication of computer technology has led CALL to other possibilities.

The **second phase** described by Warschauer & Healey, Communicative CALL, is based on the communicative approach that became prominent

in the late 1970s and 1980s (Underwood 1984). In the communicative approach the focus is on using the language rather than analysis of the language, and grammar is taught implicitly rather than explicitly. It also allows for originality and flexibility in student output of language. The communicative approach coincided with the arrival of the PC, which made computing much more widely available and resulted in a boom in the development of software for language learning. The first CALL software in this phase continued to provide skill practice but not in a drill format—for example: paced reading, text reconstruction and language games—but the computer remained the tutor. In this phase, computers provided context for students to use the language, such as asking for directions to a place, and programs not designed for language learning such as *Sim City*, *Sleuth* and *where in the World is Carmen Sandiego?* were used for language learning. Criticisms of this approach include using the computer in an ad hoc and disconnected manner for more marginal aims rather than the central aims of language teaching.

The third phase of CALL described by Warschauer & Healey, Integrative CALL, starting from the 1990s, tried to address criticisms of the communicative approach by integrating the teaching of language skills into tasks or projects to provide direction and coherence. It also coincided with the development of multimedia technology (providing text, graphics, sound and animation) as well as Computer-mediated communication (CMC). CALL in this period saw a definitive shift from the use of the computer for drill and tutorial purposes (the computer as a finite, authoritative base for a specific task) to a medium for extending education beyond the classroom. Multimedia CALL started with interactive laser videodiscs such as *Montevideo* (Schneider & Bennion 1984) and *A la rencontre de Philippe* (Fuerstenberg 1993), both of which were simulations of situations where the learner played a key role. These programs later were transferred to CD-ROMs, and new role-playing games (RPGs) such as *Who is Oscar Lake?* made their appearance in a range of different languages.

In a later publication Warschauer changed the name of the first phase of CALL from Behavioristic CALL to Structural CALL and also revised the dates of the three phases (Warschauer 2000).

- Structural CALL: 1970s to 1980s.
- Communicative CALL: 1980s to 1990s.

- Integrative CALL: 2000 onwards.
Bax (2003) took issue with Warschauer & Haley (1998) and Warschauer (2000) and proposed these three phases:
- Restricted CALL - mainly behavioristic: 1960s to 1980s.
- Open CALL - i.e. open in terms of feedback given to students, software types and the role of the teacher, and including simulations and games: 1980s to 2003 (i.e. the date of Bax's article).
- Integrated CALL - still to be achieved. Bax argued that at the time of writing language teachers were still in the Open CALL phase, as true integration could only be said to have been achieved when CALL had reached a state of "normalization" – e.g. when using CALL was as normal as using a pen.

See also Bax & Chambers (2006) and Bax (2011), in which the topic of "normalization" is revisited.

2.3.2 CALL Programs/materials include (from ICT4LT Module 1.4)

- CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes (see CD-ROM examples for language learning)
- Generic software: applications designed for general purposes, such as word-processors (*Word*), presentation software (*PowerPoint*, see an e-book made by students "Many Moons"), and spreadsheet (*Excel*), that can be used to support language learning (see examples of using *Excel* for language learning & teaching) *Also see Microsoft Office Online Templates)
- Web-based learning programs: online dictionaries, online encyclopedias, online concordances, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.
- Computer-mediated communication (CMC) programs: synchronous.
- Online chat; asynchronous - email, discussion forum, message board
- **Types of CALL Activities**
- Multiple-choice & true/false quizzes
- Gap-filling exercise/cloze

- Matching
- Reordering/sequencing
- Crossword puzzles
- Games
- Simulations

2.3.3 Theory in CALL Research and Practice

Theory can provide “a context and a view of language and language learning “(levy and Stockwell. 2006, p.135) when undertaking both research and practice. The relationship between theory and practice is bidirectional on one, whereas Egbert (2005p5) claims, practice “informs theory but theory should also inform practice so that not so much of our teaching is based on trials and errors “. Given it is obvious importance. Choosing to “review select and apply theories produced by others “(levy and Stockwell 2006 p139)

And considering the scope that any theory of call would be expected to encompass, it is not surprising that there are no overarching theories in CALL. A single theory could not possibly account for complexities that now make up the CALL field, and it's natural that there are not overarching theories to attempt to account for these complexities

What theories, then, feature in CALL? In a review of CALL theories cited in the CALICO journal from June 1983 through to September 2007, Hubbard (2008) noted that there was a very wide range of theories that were used in the articles that were published over this time but the overwhelming majority of these occurred only on single occasion. theories that appeared at least three times over this period included activity theory , cognitive theory of learning education theory , government and binding theory , Jung theory , lexical function theory , grammar theory , sociolinguistics theory , sociocultural theory, generative theory , of multimedia , pedagogical theory , phonological theory , item response theory , schema theory , learning theory and (second) language acquisition theory (p392), of these theories pertaining to second language acquisition or linguistics were by far the most common , making up thirty-eight of the ninety articles that included references to theory. If theories relating to learning are grouped (i.e. educational theory , pedagogical theory and learning theory), these make up a further twenty –seven articles , which combined with language acquisition and

linguistics , comprise sixty- five of ninety theories that appeared at least three times in the corpus . This is a clear indication of the fact that although the theories used are quite varied. There is still a strong tendency to focus around theories from education or second language acquisition.

At the very minimum, any theory of call needs to take into consideration two aspects – the learning of the language, and the interaction between the learner and the technology through which they are learning. the first of these two relies heavily on existing theories in second language acquisition (SLA) and look the CALL literature shows that refers to theories used in SLA research , such as interaction hypothesis (Stockwell and Harrington ,2003 Yanguas 2010). Constructivism (Felix2002 Weasenforth et al 2002), sociocultural theory (Tanka, 2005. Waresechaure 2005), and activity theory (Blin2004,Gromik 2005). Each of these theories has a very solid position within research on CALL providing different perspective on the language learning process that is facilitated by the technology (see levy and Stockwell 2006 for a discussion).

2.4 Traditional Learning vs. e-Learning

"Once we free ourselves from the mental limits of viewing this technology as a weak sister to face-to-face synchronous education, the potentials to revolutionize education and learning become readily apparent"" Turrof, 1995.

There is an argument that traditional learning is the best way of maintaining a learning process. Other models are always considered to be inferior or less efficient. There is no finding to support this argument, and research shows that eLearning models are at least as good as traditional learning.

When comparing learning an identical course in a traditional framework to a computer mediated learning framework, students have expressed higher satisfaction from the computer mediated learning, and rated the learning as more effective than in the traditional framework. In other studies, too, it was argued that computer mediated or online learning is more effective and interactive.

Findings of research conducted in the seventies and eighties, comparing the use of computers as a learning environment, also indicated a slight improvement in the student's achievements following use of a computer.

eLearning includes many components that are familiar from traditional learning, such as: presentation of ideas by the students, group discussions, arguments and many other forms of conveying information and accumulating knowledge. The contents of the course's curriculum might be organized according to subjects and in a serial manner.

eLearning also includes advantages which are not found in traditional learning, such as: time for digesting the information and responding, enhanced communication among the learners, both as regards quality and as regards urgency, knowledge being acquired and transferred among the learners themselves, the ability to conduct an open discussion, where each learner gets more of an equal standing than in a face-to-face discussion, access to information and to discussion ability, responses may be made around the clock with no restrictions, a higher motivation and involvement in the process on the part of the learners.

The very use of technology for learning has been found to have a positive effect on the student's commitment to the learning process. Also, use of technology creates a greater commitment on the students' part to learning.

The following table summarizes several opinions regarding the comparison between

Table (1): Traditional Learning vs. e-Learning:

	Traditional Learning	e-Learning
Classroom Discussions	The teacher usually talks more than the student.	The student talks at least as much as or more than the teacher

Learning Process	The learning is conducted with the whole class participating; there is almost no group or individual study.	Most of the learning process takes place in groups or by the individual student.
	Traditional Learning	e-Learning
Subject Matter	The teacher conducts the lesson according to the study program and the existing curriculum	The student participates in determining the subject matter; the studying is based on various sources of information, including web data banks and net-experts located by the student.
Emphases in the Learning Process	The students learn “what” and not “how”; the students and the teachers are busy completing the required subject matter quota; the inquiry-based education and in solving problems, but rather in tasks set by the teacher.	The students learn “how” and less “what”; the learning includes research study which combines searching for and collecting information from web data banks and authorities on the communications network; the learning is better connected to the real world, the subject matter is richer and includes material in different formats.

Motivation	The students' motivation is low, and the subject matter is "distant" from them.	The students' motivation is high due to the involvement in matters that are closer to them and to the use of technology.
Teacher's Role	The teacher is the authority	The teacher directs the student to the information.
Location of Learning	The learning takes place within the classroom and the school.	The learning takes place with no fixed location.
Lesson Structure	The teacher dictates the structure of the lesson and the division of time.	The structure of the lesson is affected by the group dynamics.

2.5 Case Study: TeleCollaboration at Secondary School in Ehypt

Ayat Al-Tawel has been a teacher of English for more than ten years and teaches at the Baby Home Language School in Cairo, Egypt. She teaches English to lower secondary learners, with the average class size being 28–30 students and the language level of the learners ranging from pre-intermediate to intermediate level.

There is an internet-enabled computer lab in the school, but Ayat doesn't have a computer in the classroom, so she uses her own laptop. Recently, the school bought a projector which she sometimes uses in class with her laptop.

Ayat first became interested in using technology with her learners when she joined the TESOL (Teachers of English to Speakers of Other Languages) Electronic Village Online (EVO) session 'Becoming a Web head' (BaW) in January 2011. The TESOL EVO is organized by TESOL's CALL Interest section and run by volunteers. For five weeks at

the beginning of the year, participants can engage with experts in collaborative, online discussion sessions or hands-on virtual workshops of professional and scholarly benefit. The BaW EVO session is an introduction to Web heads in Action, a long-standing Community of Practice of language teachers worldwide which developed out of a session in the first TESOL EVO. Since then (in 2002), ‘the Web heads in Action community members continued to interact and learn from each other, prompting work on projects of mutual interest in spontaneous development of what we have come to call a community of practice’ (Stevens, 2004: 204). Since taking the EVO session, Ayat has done a number of projects with her learners, and became a moderator of the BaW EVO session in January 2011. Ayat is a firm believer in lifelong learning, and thinks that one of the best ways of developing professionally is by sharing with colleagues around the world that she has met online. Ayat’s interest in using learning technology is based on her belief that language learning should be as communicative as possible, and that the learners should have a real reason for communicating in English. She believes that ‘A language is to use’, meaning that ‘it is not enough to just teach in class for students to study and pass a test’, but the learners should ‘have to use the language in real-life situations’. As for ICT, Ayat feels that as the use of technology is increasing, both in integrating technology into secondary English language teaching Egypt and elsewhere, and because young students are fond of trying and using this new technology, there is a place for it in the classroom. Her main interests are in using blended learning and Web 2.0 tools to enhance the learning environment and inspire creativity in the classroom. For this reason, she has started a number of projects that involve her bringing guests into her classroom using the internet telephony programme Skype (www.skype.com).

During the hands-on online workshop BaW in 2011, Ayat met and started a friendship with a colleague, Maria Bossa from Argentina, and together, at the end of March 2011, they came up with the idea of an intercultural project with their lower secondary school learners. They decided to each be a guest in the other teacher’s class and let the class interview them using Skype.

In a podcast discussion about the project, Ayat said they chose Skype ‘because it’s a synchronous web tool which allows real-time live

discussion and it extends the walls of the traditional classroom and it engages students to communicate with an authentic audience, and having an authentic atmosphere in class is something very important and it's not always there, we have to seek it' (Bossa, Stevens and Tawel, 2012). One thing Ayat is clear about is the need to carefully manage the telecollaboration, which Corbett (2010: 7) states is a very important factor if online exchanges are to be effective. The exchanges were also planned to be as authentic as possible, and although they involved substantial teacher preparation, they can be claimed to be authentic as defined by Higgins (1991: 5) as 'anything not created by a teacher for the purpose of demonstrating language at work'. To prepare for the interviews, each teacher thought of a context for the language practice so that it would fit with their syllabus. In Ayat's case, there was a unit in the coursebook she was using with her learners on global warming, with one section covering rainforests. She decided to start there, and asked her students about countries where rainforests could be found. They mentioned Chile, Argentina and Brazil. Ayat then asked them what Argentina was famous for and finished by asking the students what they thought about interviewing someone from Argentina. They were all positive about this opportunity. Ayat's class then started to prepare questions. She encouraged the learners to ask any questions they wanted. She compiled these questions and sent them to the other teacher in advance. Before the first interview, Ayat said that the students didn't seem that interested. She thinks this was because they 'couldn't really imagine how they were going to be able to have an interview live'. However, once they entered the computer lab and started the activity, they were 'thrilled and motivated' when they saw the other teacher live on the screen and realized they were able to talk to her directly. Ayat conducted the interview with two classes of lower secondary learners. The second class did the interview after they had heard about the experience of the first class, so they were more motivated beforehand, and even decided they wanted to prepare something in Spanish to tell the other teacher.

Integrating technology into secondary English language teaching Ayat collected feedback directly afterwards, asking the learners to rate the activity (from 1–10) and write a comment about what they thought.

She usually asks her learners for their instant feedback after a new classroom activity ‘to get their real feelings of how the experience was’ (Tawel, 2012). Analysing this afterwards, she believes it clearly demonstrated the educational and cultural value of the experience.

Here is a sample of what the learners wrote:

- ‘We learned a lot of things about Argentina and had a great deal of fun’.
- ‘It’s good to know about other countries ... I hope we can do it with other countries’. Ayat then asked the learners to do some writing based on the interview. The learners chose the genre. Some of them wrote it in the form of a dialogue, or as a diary entry, others as a biography, or a story. The activity was so successful with the classes of both teachers that they decided to continue the collaboration. Another reason why the teachers wanted to extend the project is because the students ‘wanted so much to communicate with the other teacher’s students – not just the teacher’ and they also didn’t want the experience to end. Because of time differences, a Facebook group was chosen for the next stage of the learners’ communication, and the teachers set up a private group (www.facebook.com/groups/argenteegypt), to let the learners communicate with each other online.

The teachers chose Facebook because the students already used this social network, spending lots of time on it. The learners joined the group voluntarily, asking each other questions about a range of topics, and sharing information about their own lifestyle, culture, traditions, festivals, some linguistic points, idioms or expressions etc. Ayat and Maria believed that it was very important to set a rule that all communication in the group should be in English, which was an important objective to practice the language. However, later on they allowed some Spanish and Arabic words because the learners in both classes wanted to know some basic words of the other language. Ayat documented the interview with photographs and used the web tool Photo Peach (<http://photopeach.com>) to create a record of the interview as a video presentation which she was able to share with the learners, colleagues and parents. Sharing these documents on Photo Peach with her PLN means that she receives comments from colleagues and friends from around the world, which help to motivate and inspire her learners, who find it very rewarding as well as exciting that what they do in their classroom has an audience in the real world outside. Because of the success of this project, Ayat

decided she wanted to continue using Skype to invite guests to her classroom, to give her learners the chance to use English to speak to someone from abroad and to find out about their culture, especially if the learners were studying the country the guests were from. After the first round of interviews, she realized that it would be beneficial to make recordings of the conversation. Since then, Ayat has used *MP3 Skype Recorder* (<http://voipcallrecording.com/>) to make recordings of Skype interviews, which allow the learners to listen to the interviews afterwards and understand the information Integrating technology into secondary English language teaching that they might have missed the first time round, during the live interview. As her experience in arranging these interviews has increased, Ayat has found she can better prepare her learners for them, and better take advantage of the language learning opportunities that these interviews lend themselves to Ayat has also discovered that ‘Skype helps to improve listening skills as the user has to pay active attention to what the interlocutor is saying. It’s also useful to practice vocabulary and everyday language in a natural way , it fosters improvisation and puts our knowledge to the test when you’re trying to write or to speak’ (Bossa, Stevens and Tawel, 2012). It is clear that the learners appreciate this kind of activity. At the end of the Photo Peach presentations which documented a follow-up classroom guest interview using Skype (<http://photopeach.com/album/xnv4bg> and <http://photopeach.com/album/dlcrbb>) some of them added the following comments:

- ‘Thank God for being my teacher this year, you really very excellent, I really enjoy English with u’.
- This was a very nice interview and I love Ms. Ayat and I love English thank you and goodbye.
- Thank you Miss Ayat for the interview and we are so lucky that you are our teacher.
- Thank you Miss Ayat to make us share in an experience like this, I am so lucky to be one of your students.

Ayat has subsequently started a number of other cross-cultural projects, raising the awareness of her learners and motivating them to become involved in using the language to communicate with, and learn about, other people in different parts of the world. This year, after the success of the Skype project, she started a collaborative online book project with

Bernadette Rego, a Canadian teacher, and her classes, concentrating on the book *Harry Potter and the Philosopher's Stone* by JK Rowling, and using *Edmodo*, a private social network (www.edmodo.com). Edmodo has proven to be an ideal safe environment where the students can meet and discuss the book as well as share information with the other class. Voxopop (www.voxopop.com), an audio forum tool has also been used, for recording introductions and sharing questions and answers.

The case study above is a clear example of a secondary language teacher embracing the affordances of recent developments online. The term *Web 2.0* is often used as a label for these developments, and although it is a term that means different things to different people, for our purposes, we can think of it as ‘a shift from what were primarily informational tools to what we might call relational tools – so that if Web1.0 was the *informational web*, Web 2.0 is the *social web*.’ (Pegrum, 2009: 18). Web 2.0 tools have proliferated in recent years, and as most allow for some degree of content creation and communication, they are often ideal for language learning.

At the heart of Web 2.0 is the *blog*, short for *web log*. At its most basic, a blog is an online journal that can be used by teachers to publish information about a course, Integrating technology into secondary English language teaching links to resources and other information directed to learners or other teachers. Ease of use was identified as one of the most important factors behind ‘the significant proliferation in the number of teaching blogs’ used by secondary school teachers in a recent study (Lai and Chen, 2011), and there is no doubt that the *push button publishing* first promoted by *Blogger* (www.blogger.com) has encouraged many teachers to embrace online publishing who otherwise would not have done so. Many teachers also now encourage their learners to blog, publishing their written work and projects online in ways that go beyond sharing their work with an audience beyond the teacher, and which help prepare learners ‘for the digitally-driven post-industrial world into which they’ll graduate – a world where our understanding of knowledge, culture, truth and authority are in the process of being rewritten.’ (Pegrum, 2009: 28).

The other popular online publishing platform that has become well-used by secondary school teachers and learners is the *wiki*. The term comes from the Hawaiian for ‘quick’ and a wiki is a collaborative web space

allowing for pages that can be created and edited by multiple users easily without any knowledge of web design. The wiki is similar to the blog in that it allows for quick and easy publishing, but the more flexible structure of the wiki means that it is good for project work, whilst the blog is better as an ongoing record of classwork as the latest work is always displayed at the top of the page.

Another development of Web 2.0 is the podcast, which comes from the combination of the words *iPod* and *broadcast*. Podcasts are audio or video files that are broadcast via the internet and can be downloaded and listened to on a computer or mobile device. Apart from software allowing the creation and sharing of podcasts, there are many other Web 2.0 tools that make use of audio, and to many users *podcasting* now refers to any creation and sharing of audio online. Our next case study is an example of a teacher who uses Web 2.0 tools, especially audio, with her classes.

2.6 Case Study: Sharing the Experience of Web Tools in Brazil

Ana Maria

Menzes is an English teacher, teacher trainer and head of the Edutech Department at CulturalInglesa, a language institute in Uberlândia, Brazil. She teaches mainly classes of teenagers. Ana is convinced of the value of using Web 2.0 with teenagers in particular, and thinks that one of the benefits is providing extra skills practice for the learners to do at home. She believes that although many teachers have integrated technology into their classroom practice, far fewer ask their learners to use technology for language learning at home. Ana has tried out a lot of web tools and makes a point of selecting the tools depending on the skills she wants her students to work with. Her learners have all said they prefer this type of homework.

Internet-based project work group activities which ‘lend themselves to communication and the sharing of knowledge, two principal goals of language teaching itself. The use of projects encourages co-operative learning, and therefore stimulates interaction.’ (Dudeney and Hockly, 2007: 44) Integrating technology into secondary English language teaching.

Let’s look at a typical project of hers; one that she has recently started with a class of upper-intermediate students aged 15–16. Her objective is

to provide the learners with extra writing, reading, listening and speaking practice at home.

Each week one volunteer learner creates a short text (50 words) for a listening dictation with the content being chosen by the learner from a previous lesson done in class. The teacher corrects the text, the learner then makes recordings of the text and shares it with the others in the class. Next, all the learners listen to the recording and transcribe the text. This means that every week, there is a different listening activity created by the learners and Ana says that ‘from what I have observed, students have been taking great care pronouncing as best as they can, making sure their classmates understand what they say.’ Originally, Ana thought she would have the learner write their first draft, which she would correct and give them back on paper, but she decided instead to record a screencast while she corrected the text, explaining the learner’s mistakes, at the same time providing a pronunciation model of how to read the text. The learner could then watch this video, change their texts according to the teacher’s suggestions and then later record themselves reading their own texts. Not only does this method of corrective feedback take less time to record than it would to traditionally mark writing texts, ‘the amount of information that can be provided by the teacher is much greater, and students feel it is the nearest thing to a one-to-one feedback session’ (Stannard, 2006). The learner also gets additional listening practice.

Ana is always looking for new ways to do things, especially when it comes to using technology to improve her classroom practice and help her learners. She also tests the efficacy of the tools and then shares her findings in her blog. For example, for the screen casting part of this project, she tried out the tool Educreations (www.educreations.com), which makes it easy to share videos with learners.

Ana strongly believes that publishing learner work online is motivating for learners, so the recordings the learners make are often posted online. As Hoffman found having learners’ work read by people other than teachers and classmates ‘gives learner writing validity’ and ‘content, style and linguistic accuracy can be put on display before a variety of audiences meaning ‘the writing that is shared becomes more than a demonstration of learning for a teacher: it is communication.’ (1996: 64).

This shift in emphasis to collaborative writing and focus on learner created texts often leads to the textbook becoming ‘much less important

as a pedagogical focus than the writing which the students produce' (Barnes, 1989: 27), which is the case in Ana's teaching situation.

After gaining permission from her learners, Ana typically shares the work they do with her extensive PLN, via her Twitter account (www.twitter.com/anamariacult), on Facebook, and on her blog. For the project described above, she chose Voki (www.voki.com), which lets users upload audio and choose an animated avatar to go with it, adding an element of fun to the publishing process, such as in this example by one of her learners, who chose the topic 'Education in Brasil': <http://bit.ly/T5nMar>

Integrating technology into secondary English language teaching Ana also uses the educational private network Edmodo (www.edmodo.com/) with her learners.

This allows her to get to know the learners better, to share links to useful resources and information about the class, and allows the learners to chat with their classmates in English between classes. It also means that the work they do using web tools can be collected in one place, and the learners can look back and see the progress they have made since the start of the course. What the learners have created here, then, is something between an e-portfolio (i.e. a space used to display student work) and PLN, both of which can be 'individually tailored constructivist spaces built by and for learners' the difference being that 'while PLEs typically have a learning focus, e-portfolios may also serve display purposes.' (Pegrum, 2009: 28).

With this class and others, she has used other Web 2.0 tools, and has documented their use on her blog (<http://life feast.blogspot.co.uk>).

One of the most popular of these was Songify2. She asked the learners to write sentences, and then using her iPad, recorded the students speaking to Songify, and then the app converted the sentences into songs. Ana said the learners had a lot of fun with this and probably spent more time practicing the pronunciation of the sentences than they would have normally done.

Ana, like Ayat (Case Study 1), is also another example of a secondary teacher who has taught herself to use ICT and who also teaches others to do so. She has been using educational technology since 2006, when she attended a number of online courses held as part of the TESOL Electronic Village Online (<http://evosessions.pbworks.com>).

She then volunteered to be a co-facilitator of ‘Blogging for Educators’ in the TESOL Electronic Village Online in 2008 and 2009 and has been sharing her experience and knowledge online with teachers ever since.

2.7 Case Study: Research and Practice

All of the case studies here show practitioners using their own networks, knowledge and resources rather than turning to classroom research for new ideas. With new tools appearing constantly, and the emergence of the ‘perpetual beta’ (Pegrum, 2009: 19), it is only normal to see research in learning technology trailing behind what is being done by innovative secondary school teachers. This is not new, however. As far back as 1977, Kemmis et al. stated ‘CALL is practitioner led as opposed to research based’ and 20 years later, Levy (1997: 4) stated that ‘many developers rely on their intuition as teachers rather than on research on learning’. At the heart of the issue here is the question whether the use of technologies in the classroom improves acquisition or development of language skills or if it is simply a distraction.

In the systematic review of research undertaken by Macaro, Handley and Walter (2012: 15–20), the authors examined the evidence for this and concluded that ‘some language learning benefits of CALL have been shown’. These include evidence that CALL helps secondary learners with listening and writing (particularly improvements in the amount of writing, length of texts and discourse features of 2 Songify (<http://itunes.apple.com/us/app/songify/id438735719?mt=8>) is an Apple iPod/iPhone/iPad app that automatically turns spoken recordings into songs. these texts), with some suggestion that speaking can also be improved.

However, the research on whether CALL improves reading, and on the acquisition of grammar and vocabulary were inconclusive. As far as non-linguistic benefits are concerned, the research provides ‘evidence of positive attitudes towards CALL’ (2011: 21) and learners perceived an ‘increase in confidence’ in ‘engaging in real learning experiences not found in books and speaking activities’ (2011: 21).

One of the dangers of practitioners relying on intuition, and using technology in ways they see fit is that emphasis is placed more on the technology than the pedagogy, and Stockwell, reviewing studies from 2001– 05 concluded that there was ‘an element of failure to stipulate why

a given technology was used in achieving learning objectives’ (2007: 115). Reviewing the history of CALL (Delcloque, 2000), it also has to be noted that the field has been largely ‘technology-driven rather than serving pedagogical needs’ (Macaro et al. 2012: 2). It is obviously impractical for teachers to wait for research to show whether a web tool is effective or not, but teachers can, as Chapelle (2001: 16) suggested, use ethnographic methods to investigate CALL effectiveness. Practitioners can ask not only whether a certain technology is effective, but also why it is effective.

What also helps, and which can be seen in evidence in the case studies in this chapter, is teachers asking for feedback from learners and documenting the results of this, as well as stages of implementation in blog posts and in other publications (journals, newsletters, etc.) aimed at language educators.

Others believe that it is a question of time: ‘Until technology becomes normalised, there’s typically too much focus on the technology itself and not enough on how it’s used pedagogically, socially, politically or ecologically’ (Pegrum, 2009: 24).

2.8 Normalization of ICT

Normalization can be defined as the stage in which ‘CALL finally becomes invisible, serving the needs of learners and integrated into every teachers’ everyday practice’ (Bax, 2003: 27).

The concept was recently revised (Bax, 2011), which was felt necessary because of the changes in technology use, especially the internet, which has become ‘a high-stakes environment that pervades work, education, interpersonal communication, and, not least, intimate relationship building and maintenance’ (Thorne and Black, 2007: 149).

While technology is, as research seems to indicate, not yet *normalized* in language education, and, as Thomas (2009: xxi) states:

...while those involved in educational technology often assume that their pursuits are central to what is happening in their institution, the reality is that a rather limited percentage of any given group of educators, either in the school or university sector, consistently integrate technology to any great effect...

There are definite ‘signs of a more fully integrated approach to CALL emerging because of Web 2.0.’ (Motteram and Stanley, 2011: ii).

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Aside from Web 2.0, more traditional uses of ICT continue too. Jewell points out that many stand-alone applications such as word processing and presentation software (for example *Microsoft Powerpoint*) can be used effectively by secondary school learners to ‘improve their language skills through research and by sharing their findings in oral presentations’ which also ‘provide real-world contexts and technological skills and enable students to develop confidence in their language abilities’ (2006: 176).

Whether using established or emerging tools, it is when technology is utilised by teachers and learners and thoroughly integrated into the curriculum, as it is in the next case study, that wide-ranging benefits can be detected.

2.9 Case Study: Digital Storytelling in Argentina

Vicky Saumell is co-ordinator of the EFL Department at Instituto San Francisco de As, a private school in Buenos Aires, Argentina that has 800 students at all levels, from kindergarten to secondary. Although private, the school is mostly funded by the state (to keep the fees low) and the students have three hours of English a week. She has worked there for 20 years and has been using learning technology with learners and teachers for six years, first becoming interested through the Webheads in Action community of practice (<http://webheads inaction.org>). Since then, she has developed from using ICT in her own classes to helping other teachers integrate technology into their classroom practice, training other teachers as well as being tutor of the module New Learning Environments for the Master’s in ELT at Universidad de La Sabana, Colombia, where she has been teaching online since 2009. Vicky is also a materials writer, teacher trainer and is passionate about sharing her classroom practice with other teachers in Argentina and around the world, presenting at local, national and international conferences, as well as online events. In 2008, while reviewing the way English was taught at the school, based on feedback from learners and teachers, Vicky became convinced that something needed to be changed. She ‘started feeling that students, especially teens, were not being offered the best option for their learning’ (Saumell, 2010). The problem was based on a number of things,

but she determined that at the heart of the problem was the department's reliance on a course book to drive the English curriculum.

There was a pressure on teachers to stick closely to the chosen course book, to finish it because it had been bought, but this meant teachers had little time to do other things, which they felt were more creative, fun or relevant. The course books 'did not fully reflect the students' interests and culture or the language we wanted them to learn or how we wanted them to learn' and in general learners were not motivated by them, whereas the occasional projects that were undertaken 'were welcomed with enthusiasm and offered a more creative output, which resulted in increased motivation for both the teachers and the students.'

After consulting her colleagues, and ensuring consensus, the department decided to abandon using course books in favor of designing their own curriculum and materials. The focus would be on project-based learning more directed at their students' interests and knowledge, in order to better engage them in the learning process. The new curriculum, for Grades 6 and above, was launched in March 2010.

The teachers design their own projects, taking into account the needs and interests of their students and the new syllabi. Vicky says this new direction embodies much of what she feels to be important about learning a language today, and is a combination of 'constructivism, connectivism, multi-literacies education for the 21st century, collaborative learning and the promotion of autonomous and lifelong learning.'

Teacher discussions were held about the role of the teacher in the classroom.

Encouraging students to speak the language was made a priority, and giving them real-world, authentic tasks, often through using Web 2.0 tools, were encouraged. At the heart of this was a change from a teacher-centred paradigm to a more student-centered one.

The key is giving learners more choice. Vicky says this is 'motivating for teenagers because they can express their individuality through their choices and they feel they are being taken into account and respected' (Benwell, 2010: online).

One of the major concerns when making the change was assessment. The idea was project development process and assessment of the final product.' (Saumell, 2010).

A wiki (<http://isfa.wikispaces.com>) was set up to be used as a project repository and to keep a record of which projects were done with which class. This wiki was also used to provide help for teachers, with advice on implementing project-based learning and integrating technology into the curriculum, as well as links to guides and tutorials for Web 2.0 tools and any other supporting material.

Making the change proved to be a lot of hard work. Vicky discovered that it was necessary to provide constant teacher support and she set up a system to monitor progress through a system of periodic assessment so that any problems in the development of the project could be identified and solutions found to improve the program once issues had been analyzed.

Vicky integrates technology on a daily basis with her own classes and she believes this has proved to be highly motivating for her learners. One of her recent projects, with three classes, of 20 learners, aged 17, has been using ‘digital storytelling’. There are many different definitions of digital storytelling, but, as Robin (2006) says, ‘they all revolve around the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video’.

Barret (2005: 1) says that ‘digital storytelling facilitates the convergence of four student-centered learning strategies: student engagement, reflection for deep learning, project-based learning, and the effective integration of technology into instruction’. According to Vicky, using digital storytelling with teenage learners is motivating because ‘it gives the learners a voice as well as freedom and creativity to express themselves.’ It is also a way for the learners to use English in a meaningful way on a project they have a say in, and, because it is published online, which they can share with their classmates, parents and any other interested parties.

She has used a wide range of different tools for digital storytelling. One example involved the learners creating ‘Art Stories’ collaboratively. For this, they worked in groups, chose a number of different famous paintings and wrote a narrative that linked the stories together. Finally, Windows Movie Maker was used to create an animated slideshow, with the learners recording a soundtrack of the story to go with the images. Another variation of this had the learners take photos of street art using digital cameras and their mobile phones and then again creating animated

slideshows using Windows Movie Maker, but the soundtrack this time consisted of the learners discussing what they liked about the graffiti.

Another digital storytelling activity she did with learners involved them recreating part of the story of Shakespeare's *Midsummer Night's Dream* using various tools. Some of the learners made animated cartoon versions using animatedmovie-making software Zimmer Twins (www.zimmertwins.com) and recording a soundtrack.

The finished work can be seen here: <http://isfa.wikispaces.com/A+Midsummer+Night%C2%B4s+Dream>

Apart from being for the benefit of her teachers, Vicky is happy that the school wiki (<http://isfa.wikispaces.com>), where work done by the learners is published, serves as a source of ideas for projects for other teachers around the world.

Vicky also has a blog (<http://vickysaumell.blogspot.com.es>), which she updates regularly.

2.10 Digital Literacy and Mobile Learning

The incorporation of technology into school-wide teaching pedagogy as outlined above means that students will also develop *digital literacy skills* at the same time as acquiring a second language. It can be argued that because 'the ever expanding connectivity of digital technology is recasting social arrangements and relations in a more open, democratic and ultimately empowering manner' (Selwyn, 2013: 2), so 'teaching our students language in its traditional media is no longer enough' and 'increasingly, in everyday and professional life, people need the skills of electronic literacy.' (Healey et al., 2011: 9). Clearly, because 'learning and literacy are changing radically in the internet age' (Richardson, 2012: 15), a place must be found for digital literacy in education, but what does being *digital literate* entail?

There are many definitions of digital literacy, and what is interesting is the way the definitions have evolved to reflect the way the technology has changed. One definition, for example, states that it is 'the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers' (Gilster, 1997: 1), whereas a more recent definition expands it to '[a] person's ability to perform tasks effectively in a digital environment... Literacy includes the ability to read and interpret media, to reproduce data and images through digital

manipulation, and to evaluate and apply new knowledge gained from digital environments.’

(Jones-Kavalier and Flannigan, 2006: 1). One thing is certain, to be literate in the 21st century requires a more ‘multimodal’ (i.e. combining words, images, and sounds) approach because ‘multimodality is more pervasive, diverse, and important today than ever before’ (Gee and Hayes, 2011: 5).

One could also argue that digital literacy is more important now that more and more of our secondary learners come to school with mobile devices that have the potential to revolutionize what happens in the classroom.

Mobile Assisted Language Learning (MALL) is one of the most interesting emerging types of technology enhanced learning, especially now that mobile devices are carried by more and more people every day, and that the mobile phone ‘has evolved from a simple voice device to a multimedia communications tool capable of downloading and uploading text, data, audio, and video – from text messages to social network updates to breaking news, the latest hit song, or the latest viral video’ and that it can also ‘be used as a wallet, a compass, or a television, as well as an alarm clock, calculator, address book, newspaper, and camera.’ (Kelly and Minges, 2012: 11).

It is not just about the developed world, either: ‘The developing world is now more mobile than the developed world’ and ‘the pace at which mobile phones spread globally is unmatched in the history of technology’. In 2003, 61 per cent of the world’s population had access to a mobile cell signal, rising to 90 per cent by 2010. (Kelly and Minges, 2012: 9).

In secondary education this is important because ‘nearly every student carries a mobile device, making it a natural choice for content delivery and even field work and data capture’ (Johnson et al., 2009). This combination of available applications and a device that learners usually carry offers an opportunity to introduce learners to tools for study which could help them in later life, as well as new motivating ways of learning a language. Because of this, the implications for secondary education are dramatic.

However, in most secondary teaching situations, learners are not allowed to make use of these devices, even when, in many cases, these could be powerful aids to language learning. The final case study is an example of

a teacher who has started to implement mobile learning in her classes, and how she and a colleague overcame resistance from the school and some of their colleagues.

2.11 Case Study: Mobile Learning Inside and Outside the Classroom in Turkey

Karin Tıraşın is a secondary school teacher from Norway, who works at the private high school SağlıkveEğitimVakfı (S.E.V., www.sevizmir.k12.tr) in Izmir, Turkey, where she has been a teacher for ten years.

In 2011, together with İlğdemUğur, a colleague at the school, she started a mobile project which shows a very innovative ‘bring your own device’ approach to using technology owned by learners in the classroom, with the learners making use of different functions of (mainly) smart phones (Tıraşın and Uğur, 2012).

In the first stage of the project, the learners worked in groups of three, using one phone per group. They used these phones on a field trip to a zoo. Once they were there, they used the phones as a data collection tool, taking pictures, recording videos (with or without sound), documenting the English they found in the zoo, taking special notice of any mistakes that had been made with translation.

Back at the school, each group then created a webpage using Doodle Kit (<http://doodlekit.com>), a free website builder. On the group websites (you can see one here:

www.zoo.doodlekit.com/home) they posted their data using Web 2.0 tools such as fotobabble (www.fotobabble.com), which allows audio to be added to images.

They also used other Web 2.0 tools, with the groups creating animated cartoons using Go Animate (<http://goanimate.com>); cartoon strips using Toon Doo (www.toondoo.com) and Bit Strips (www.bitstrips.com); and adding their voice to animated avatars using Voki (www.voki.com). The focus of this part of the project was to practice the language of animal idioms, and their work using these tools was also embedded on the group websites.

Use of mobiles on the field trip was successful, but not without its problems. Some of the learners’ mobiles were older models, which meant

there was some difficulty when transferring the photographs and videos. The battery life of the phones was a problem too.

Registering for the websites in order to use the Web 2.0 tools was also time-consuming. However, Karin believes the results and the learners' feedback on the activity meant that this time was well spent.

The second part of the mobile project involved station work, with the learners working in groups of three in the classroom. There were a total of six stations, with each group using one mobile phone and spending an average of 12 minutes per station. Karin made use of a range of different smartphone applications for the activities. For many of them, the learners accessed the Web addresses (URLs) using a square barcode called a QR (quick response) code, which has become a popular way of delivering URLs to smartphones.

The learners were given worksheets and the activities consisted of:

- Listening. The learners used a barcode scanner application on their group's smartphone to scan a QR code. The information contained in the QR code led them to a recording of a poem. The learners then had to listen to the poem, complete a cloze activity and solve a puzzle hidden in the poem.
- Speaking/reading. The learners had to make a recording of a radio play script using the audio blog software Vocal Post (<http://vocalpost.com>) and email it to their teacher.
- Writing. The learners scanned one of two QR codes, and then watched a short video or cartoon. On their answer sheets they then had to write a paragraph retelling the story.

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- Grammar. The learners scanned the QR code and were then sent to an online grammar quiz. After finishing this, the results were emailed to the teacher.
- Dictionary work. The learners used a dictionary app to complete one of the worksheets.
- Treasure hunt. The learners scanned another QR code, which led to a question and clue to a place in the school where they would find the next question.

There was another QR code there, which had another question and clue and which led to a different location. This continued, with the learners

running around the building and outside in the garden in order to answer all the questions.

Karin was able to have the learners use smartphones in this way only after determining several factors. The first of these was availability.

Fortunately, at least one in three of her learners had smartphones they were happy to use in class for this activity. Access to the internet was through the school Wi-Fi. Karin collected the mobiles at the beginning of the school day and they were added to the list of approved Wi-Fi users by the school's IT department. She gave the phones back to the learners in the lesson and then collected them again at the end of the activity.

At the end of the school day the mobile numbers were deleted from the WiFi list and the phones returned to the students.

Overcoming resistance to learners using mobile devices in class proved to be the biggest hurdle. The use of smartphones in the classroom had to be approved by the director of the school because learners are normally not allowed to bring any digital devices whatsoever onto the campus.

To help her colleagues and the management of the school understand what they wanted to do, Karin and Yiğdem invited the teachers in the English Department (plus the school administration) to a PechaKucha presentation (i.e. 20 slides explained in 20 seconds) where they explained what they wanted to do, why they wanted to do it, and how they planned to do it. They also asked for help from their colleagues with the permissions required and helping them develop an acceptable use policy. During this meeting, the school also decided to produce a student checklist that would be consulted before publishing anything online and an internet safety learning programme for the learners (Tıraşın, 2011).

Permission was given on the condition that all parents signed permission slips agreeing to let their kids participate in the project, bring in their mobile devices, post photos/video/text of themselves on the internet, as well as use Web 2.0 tools and Facebook/YouTube whilst at school.

By presenting a very detailed plan for the project, and including the school in the planning, they overcame initial resistance. It also helped that they had carefully thought through and outlined objectives, had produced detailed lesson plans, and specified the reasons why, and how, the use of mobile devices would benefit the learning process.

2.12 Summary, Analysis, Conclusion & Discussion of Previous Studies

The researcher has found many studies relevant to this study. Majority of them showed above. Moreover, other researchers carried out different studies under different titles but they are relevant to this study. This section presents previous relevant studies Liu, Moore, Graham and Lee (2002), (5) reviewed the literature on computer uses in second language and foreign language from 1990 to 2000 inclusive.

Most of the literature originated in the United States; however, they included some international references. The goals of the review were

(1) To understand how computers have been used in the past eleven years to support second language and foreign language learning.

(2) To explore research evidence as relates to how computer technology can enhance language skills' acquisition. Liu et al also discussed the findings of the mentioned review under the following categories:

(a) Potentials of computer technology and its use in specific areas,

(b) Software tools used in certain language skill areas,

(c) Software design considerations.

(d) Computerized language testing.

(e) Research findings from studies using quantitative or qualitative methodologies.

The findings showed that:

1- The benefits of Computer Assisted Language Learning (CALL) have been widely accepted and educators agree that it can be an effective instructional tool.

2- Research from 1990 to 2000 provided some evidence on the effectiveness of computer technology in second language learning. For example, the use of visual media supported vocabulary acquisition and reading comprehension and the use of online communication tools has been shown to improve writing skills in a number of studies. Their implications for future research were:

□ Research needs to have solid foundation in theories;

□ Software needs to be based upon relevant pedagogical and design principles for them to be effective;

- Studies need to use well-established and reliable measures;
- Research focus should go beyond anxiety, attitudes, vocabulary acquisition, and language production.
- More research needs to be conducted in the less explored skills areas such as speaking, listening, and culture;
- More research needs to be conducted at K-12 level.

2.13. Conclusion

There are a number of different conclusions that can be drawn from the case studies presented above which summarized as following:

- Initially I would like to make a little bit contrast between the statue of using and dealing of technology in Sudan and KSA because this can depend upon comparison of the different economical and finical statues of the both country. Thus here, I mean in KSA financially well sufficient so there is enough technological tools that can may have/haven't great impact as we shall see later on in coming chapters. Thus ,other thing that draw my attention that is that social net (exactly Facebook is considered as means of
- Teachers and students are get use of technology tools and the impact of them can really be seen as soon as possible if there is enough tools of technology for example the case of Ayat in Egypt.
- Using technology to enhance language learning, as Jewell mentions ‘allows for increased learner autonomy and control, providing a more student-centered pedagogy’ with learners at the center of the learning process and ‘more actively engaged in their learning than in traditional direct instruction methods’ (Jewell, 2006: 178).
- Learning technologies are becoming more normalized in language classrooms, as Bax (2003) predicted, and teachers are beginning to ‘stop seeing them as technologies and start seeing them as tools which suit some purpose and not others’ (Pegrum, 2009: 23).
- Many teachers are self-directing their own learning when it comes to using technology, and are increasingly turning to online communities of practice, taking courses and building their own PLNs to act as a support system to help with the implementation of learning technology.

Finally, encouraging the use of educational technology in secondary language education has wider implications. As Dooly (2008: 23)

mentions, '[i]f we are truly interested in preparing our students to be responsible citizens in an increasingly technologically advanced society, then our way of teaching our students must reflect this.'

On other hand , the researcher thinks that such kinds of studies needs to be investigated more and more because as we have just seen in the whole cases study which varies from developing to developed countries as well as depend upon the capacities of each country so here in king of Saudi Arabia the statues of technological use in education seems large and huge but still there a lot of questions marks need to be answered in order to investigate more and more about how far technology tools are used effectively in process of learning and teaching.

So in this modest work the researcher is going to do little endeavors to find a part of the answer concerning this issue.

Chapter Three

Methodology

3.1 Sampling

The target population of this study was Saudi high school English students (namely Mohammad Bin Hamad Al - Shibeili High School) in Al-qassim province/ Onaizh city during the school year 1436 - 1437. The researcher thought that the sample of the study from Al-qassim province/ Onaizh city is suitable for the study because there are a great number of students whom have readability to be tested in Onaizh city due to the large number of secondary schools in this state. So, the researcher believes that there is a big number of students whom have desire of learning language and they have positive responding and motivation towards language learning in Onaizh city which is convenient to the purpose of this study.

To carry out this study, the researcher chose definite number students of secondary/ high school (namely Mohammad Bin Hamad Al - Shibeili High School). All of the samples are students at high secondary level in Onaizh city. Hundred copies of the questionnaire were distributed to the sample of the study for students; and eighty of them were recollected. The researcher excluded some of the copies because the respondents did not fill all the statements and some of them marked on more than one. Twenty of copies were invalid and they were excluded from the study. Eighty copies of the questionnaire were valid so they were included in this study.

3.2 Instrument of the Study

The researcher used a questionnaire to collect the data of this study. The researcher thinks that the questionnaire is a good tool through which the relevant information can be collected easily. The questionnaire was designed in simple and clear language to avoid ambiguity and misunderstanding which are sometimes misleading to the respondents. The questionnaire is in a model concerns students only, it consists of ten statements that address students and the interest which concern this issue.

3.3 Results

This study investigated the impact of using technology in high/ secondary school. The instrument which the researcher used to collect the data was a questionnaire for students. And students were the subjects of the study. Their number was eighty students only. The data of the research was analyzed by SPSS program and tabulated by the researcher.

Chapter Four

Analysis and Discussion of Results

Table (4.1): Population of the study

Population of the study	Frequency	Percent
1 st and 2 nd classes	30	37.5%
3 rd class	50	62.5%
Total	80	100%

Figure (4.1): Population of the study

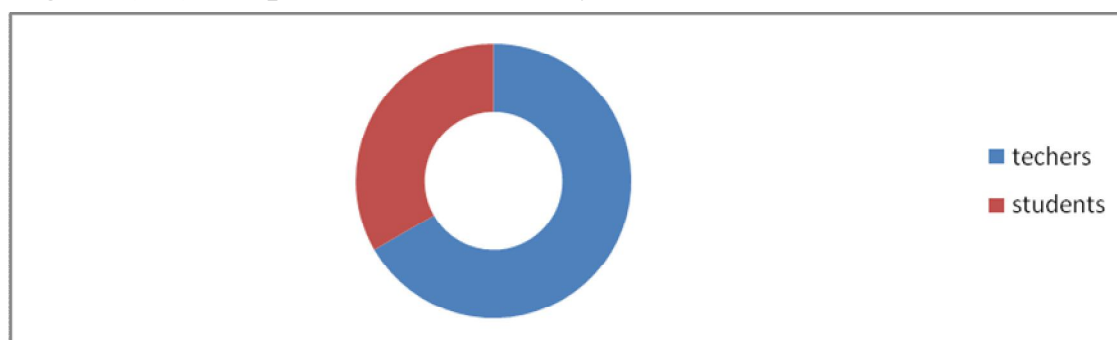
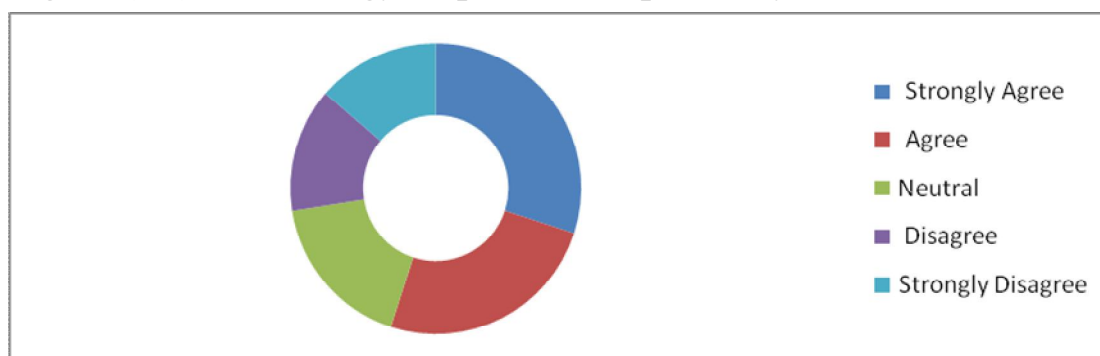


Table (4.1) illustrates Population of the study. The total Population of the study was 80 students; 30 of them were students of 1st and 2nd class which represent (37.5%) and 50 of population were students of 3rd class who represent (62.5%).

Table (4.2): Technology helps me to improve my four skills.

Technology helps me to improve my four skills.	Frequency	Percent
<i>Strongly Agree</i>	24	30%
<i>Agree</i>	20	25%
<i>Neutral</i>	14	17.5%
<i>Disagree</i>	11	13.75%
<i>Strongly Disagree</i>	11	13.75%
Total	80	100%

Figure (4.2): Technology helps me to improve my four skills.



From table (4.2) "Technology helps them to improve their four skills", (30%) were strongly agree, (25%) were agree, (13.75%) of them were disagree, (13.75%) of the subjects strongly disagree and (17.5%) of them were undecided.. According to figure (4.2), most of the subjects strongly agreed with this statement.

Table (4.3): My attainment (getting knowledge is improved when my teacher uses computer and explains the lesson through projector.

My attainment (getting knowledge) is improved when my teacher uses computer and explains the lesson through projector.	Frequency	Percent
<i>Strongly Agree</i>	17	21.25%
<i>Agree</i>	23	28.75%
<i>Neutral</i>	18	22.5%
<i>Disagree</i>	14	17.5%
<i>Strongly Disagree</i>	8	10%
Total	80	100%

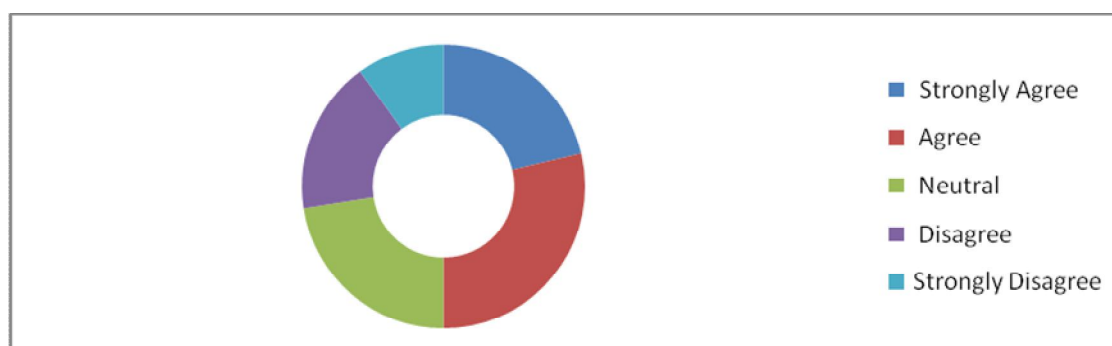


Figure (4.3): My attainment (getting knowledge) is improved when my teacher uses computer and explains the lesson through projector.

From table (4.3) above, we can see that (21.25%) of the subjects strongly agree with statements", (28.75%) were agree, (17.5%) of them were disagree, (10%) of the subjects strongly disagree and (22.5%) of them were undecided. According to figure (4.3), most of the subjects agreed with this statement.

Table (4.4): My grammar is improved better than previous time when there were no technology tools.

My grammar is improved better than previous time when there were no technology tools.	Frequency	Percent
<i>Strongly Agree</i>	26	32.5%
<i>Agree</i>	24	30%
<i>Neutral</i>	10	12.5%
<i>Disagree</i>	12	15%
<i>Strongly Disagree</i>	8	10%
Total	80	100%

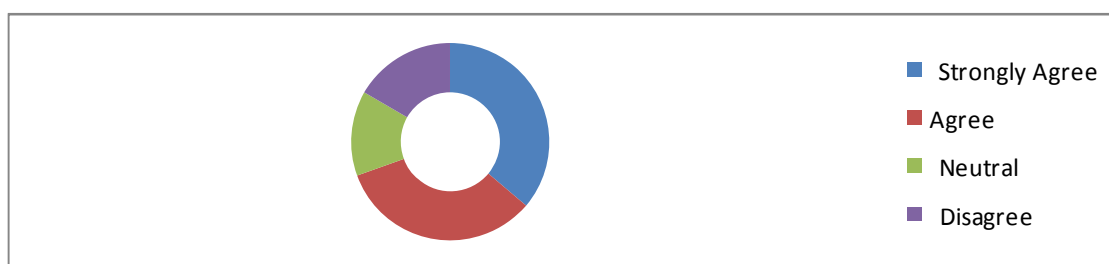


Figure (4.4): my grammar is improved better than previous time when there were no technology tools.

From table (4.4) above, it's noticed that (32.5%) of the subjects strongly agree with statements", (30%) were agree, (15%) of them were disagree, (10%) of the subjects strongly disagree and (12.5%) of them were undecided. According to figure (4.4), most of the subjects strongly agreed with this statement.

Table (5.5): I have got more knowledge about issues that are taught in English course.

I have got more knowledge about issues that are taught in English course.	Frequency	Percent
<i>Strongly Agree</i>	15	18.75%
<i>Agree</i>	2	25%

<i>Neutral</i>	15	18.5%
<i>Disagree</i>	16	20%
<i>Strongly Disagree</i>	14	17.5%
Total	80	100%

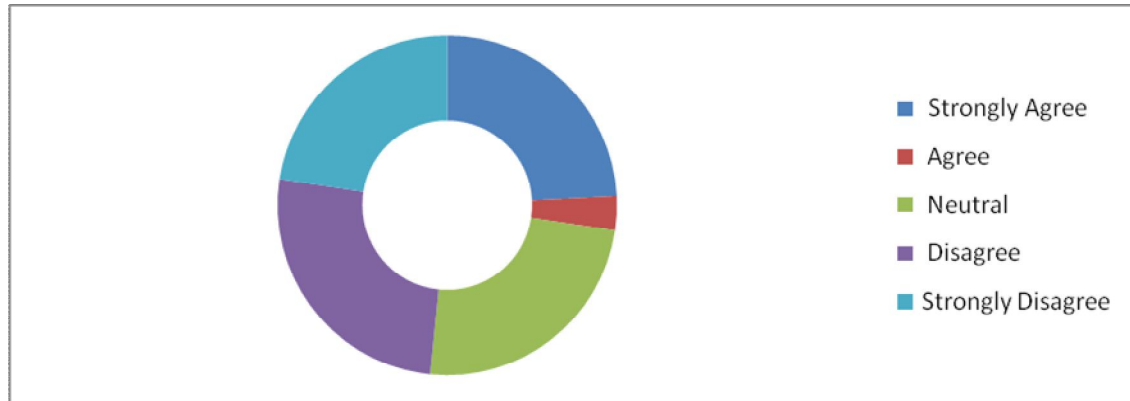


Figure (4.5): I have got more knowledge about issues that are taught in English course.

From table (4.5) above, it can be seen (18.75%) of the subjects strongly agree with statements, (25%) were agree, (20%) of them were disagree, (17.5%) of the subjects strongly disagree and (18.5%) of them were undecided. According to figure (4.5), most of the subjects agreed with this statement.

Table (4.6): Teaching English inside the lab let me change my idea about the English course.

Teaching English inside the lab let me change my idea about the English course.	Frequency	Percent
<i>Strongly Agree</i>	33	41.25%
<i>Agree</i>	28	35%
<i>Neutral</i>	10	12.5%
<i>Disagree</i>	4	5%
<i>Strongly Disagree</i>	5	6.25%
Total	80	100%

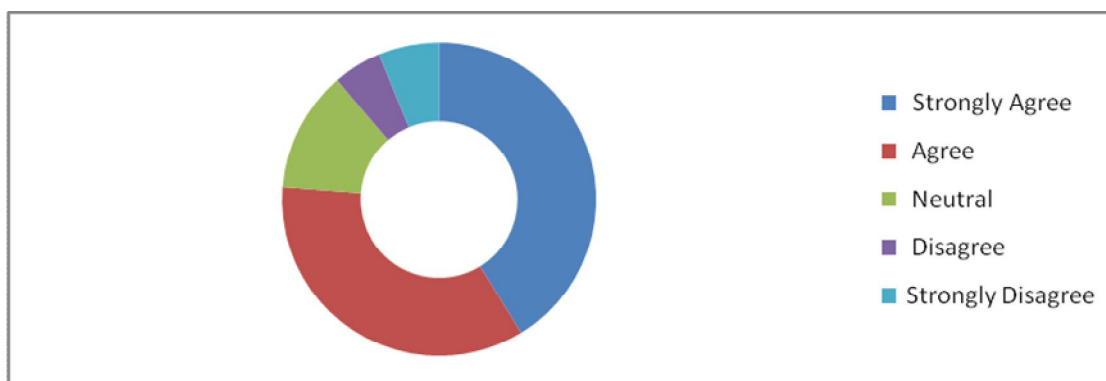


Figure (4.6): Teaching English inside the lab let me change my idea about the English course.

From table (4.6) above, it can be seen (41.25%) of the subjects strongly agree with statements", (35%) were agree, (5%) of them were disagree, (6.25%) of the subjects strongly disagree and (12.5%) of them were undecided. According to figure (4.6), most of the subjects agreed with this statement.

Table (4.7): Fluency of my English language is better when I use technology.

Fluency of my English language is better when I use technology.	Frequency	Percent
<i>Strongly Agree</i>	9	11.25%
<i>Agree</i>	18	22.5%
<i>Neutral</i>	10	12.5%
<i>Disagree</i>	12	15%
<i>Strongly Disagree</i>	31	38.75%
Total	80	100%

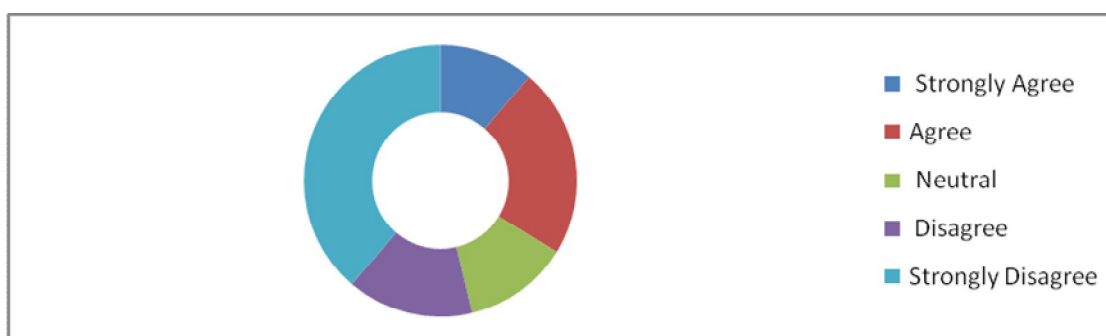


Figure (4.7): Fluency of my English language is better when I use technology

From table (4.7) above, it can be seen (11.25%) of the subjects strongly agree with statements", (22.5%) were agree, (15%) of them were disagree, (38.75%) of the subjects strongly disagree and (12.5%) of them were undecided. According to figure (4.7), most of the subjects agreed with this statement.

Table (4.8): I better understand comprehension lessons when computer is used as a tool to explain the new words and phrases.

I better understand comprehension lessons when computer is used as a tool to explain the new words and phrases.	Frequency	Percent
<i>Strongly Agree</i>	28	35%
<i>Agree</i>	36	45%
<i>Neutral</i>	7	8.75%
<i>Disagree</i>	5	6.25%
<i>Strongly Disagree</i>	4	5%
Total	80	100%

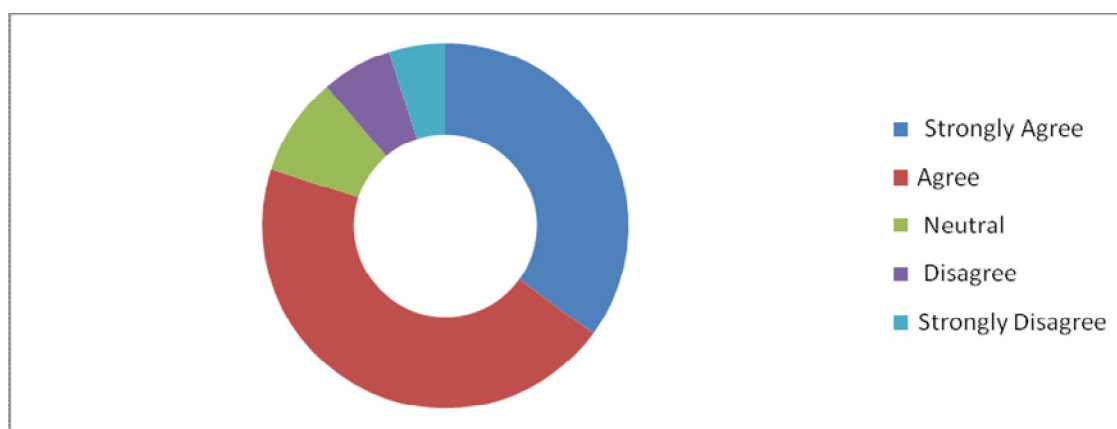


Figure (4.8): I better understand comprehension lessons when computer is used as a tool to explain the new words and phrases.

From table (4.9) above, it can be seen (35%) of the subjects strongly agree with statements, (45%) were agree, (6.25%) of them were disagree, (5%) of the subjects strongly disagree and (8.75%) of them were undecided. According to figure (4.8), most of the subjects agreed with this statement.

Table (4.9): Internet helps me to get more information easily instead of searching in library

Internet helps me to get more information easily instead of searching in library	Frequency	Percent
<i>Strongly Agree</i>	42	52.5%
<i>Agree</i>	34	45.5%
<i>Neutral</i>	1	1.25%
<i>Disagree</i>	3	3.75%
<i>Strongly Disagree</i>	-	-
Total	80	100%

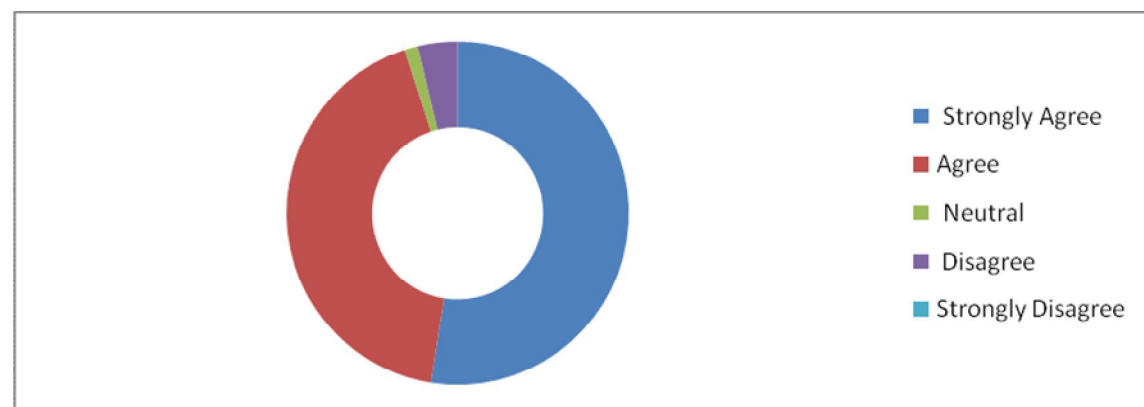


Figure (4.9) Internet helps me to get more information easily instead of searching in library

From table (4.9) above, it can be seen (52.5%) of the subjects strongly agree with statements, (45.5%) were agree, (3.75%) of them were disagree, (-) of the subjects strongly disagree and (1.25%) of them were undecided. According to figure (4.9), most of the subjects agreed with this statement.

Table (4.10): Technology has negative effect on the process of learning language.

Technology has negative effect on the process of learning language.	Frequency	Percent
<i>Strongly Agree</i>	10	12.5%
<i>Agree</i>	8	10%
<i>Neutral</i>	3	3.75%
<i>Disagree</i>	30	37.5%

<i>Strongly Disagree</i>	29	36.25%
Total	80	100%

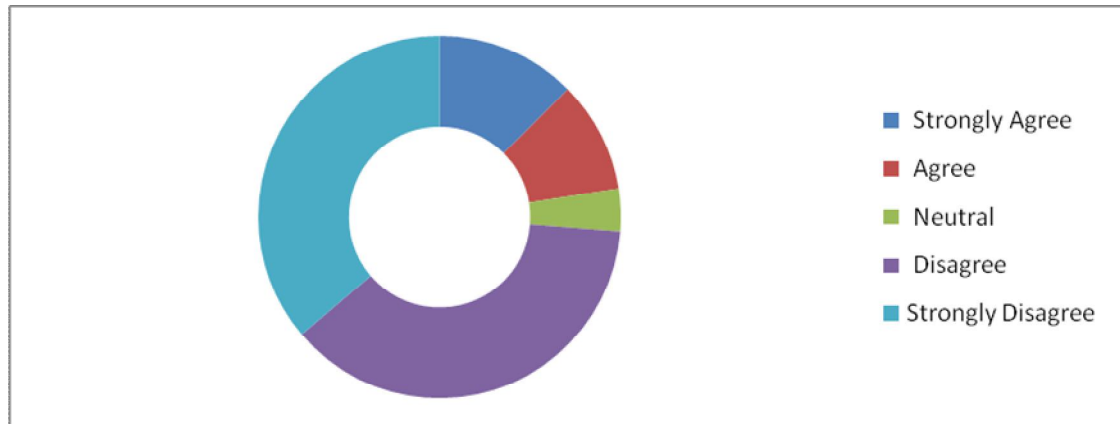


Figure (4.10): Technology has negative effect on the process of learning language.

From table (4.10) above, it can be seen (12.5%) of the subjects strongly agree with statements, (10%) were agree, (37.5%) of them were disagree, (36.25%) of the subjects strongly disagree and (3.75%) of them were undecided. According to figure (4.10), most of the subjects disagreed with this statement.

Table (4.11): Technology lets me love learning languages especially English.

Technology lets me love learning languages especially English.	Frequency	Percent
<i>Strongly Agree</i>	6	20%
<i>Agree</i>	8	22.5%
<i>Neutral</i>	10	12.5%
<i>Disagree</i>	15	18.25%
<i>Strongly Disagree</i>	21	26.25%
Total	80	100%

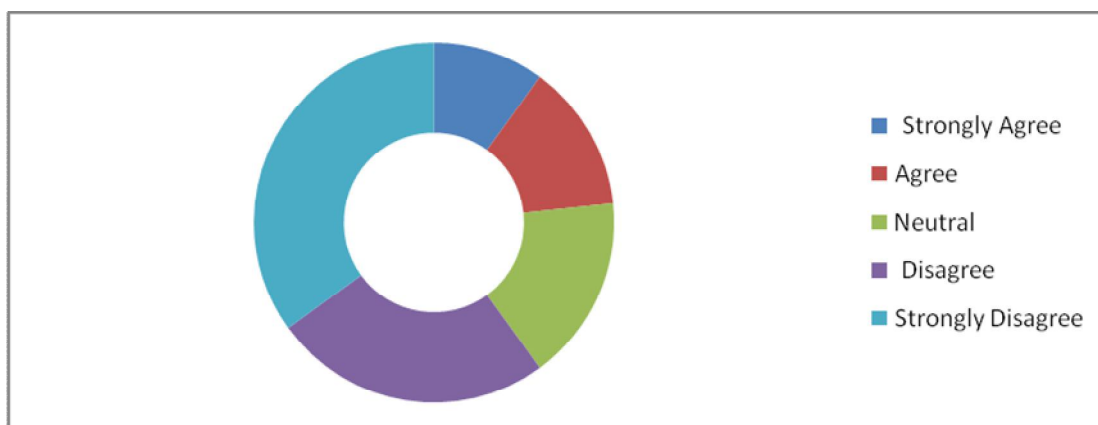


Figure (4.11): Technology lets me love learning languages especially English.

From table (4.11) above, it can be seen (20%) of the subjects strongly agree with statements, (22.5%) were agree, (18.25%) of them were disagree, (26.25%) of the subjects strongly disagree and (12.5%) of them were undecided. According to figure (4.11), most of the subjects strongly disagreed with this statement.

Table (4.11): Using technology lets my student's attainment rate increase 50% than before.

Using technology lets my student's attainment rate increase 50% than before.	Frequency	Percent
<i>Strongly Agree</i>	34	42.5%
<i>Agree</i>	30	37.5%
<i>Neutral</i>	8	10%
<i>Disagree</i>	6	7.5%
<i>Strongly Disagree</i>	2	2.5%
Total	80	100%

Chapter Five

Conclusion, Recommendations and Suggestions for Further Studies

5.1 Results and Findings

This study investigated the impact of using technology in Learning Language in High School .The findings of the study revealed that most of the learners have positive attitudes towards the use of technology tools in process of learning Several studies conducted in different countries also found similar findings about using technology in learning language in high school attitude towards technology tools.

Although there are some problems with using technology tools in classroom and at home situations such as withdraw the students attention instead of focusing on the core topic of the course ,using PowerPoint program not helpful in focusing on the lesson properly, and using computers and smart phones let them not depend upon their mind.

Although, the findings also showed that most of the students lack of sufficient knowledge of how to use technological tools in process of learning be statedthat simply providing computer technology does not guarantee its use in English language learning. Therefore, it is necessary to convince language learners about the usefulness and benefits of technological tools in improving learning process and instead of using them in time-consuming. This suggests the need for effective guidance, support and awareness for learners about the necessity and role of technological tools in process of learning.

5.2 Recommendations

In the followings points there are very useful recommendations that are helpful for students and researchers who conduct such kind of topics.

- It is proved through practice that adequate application of multimedia technology to the process of learning (teaching as well) can make breakthrough in process of learning:

Therefore, here the role of the teacher is essential because the introduction to each lesson and speaking communication are good way to improve students' listening and speaking skills which technological tools

cannot fulfill, therefore, teachers' interpretation shall not be overlooked. Meanwhile, as a practical linguistic science, English should be used very often in class to cultivate the students' communicative competence.

- Power Point cannot Take the Place of Student's Thinking and Practices :

At present, most multimedia courseware mainly feature on image and animation of teaching materials in order to cause audio and visual effect, which lively displays the content of textual materials and helps the student deeply understand the texts. A problem remains that displaying of the content of texts in the PPT courseware cannot take the place of students' thinking or English communication in simulated circumstance, When working on and utilizing the courseware, we need to encourage the students to use their own mind and speak more, actively join in class practice, we should not overuse the courseware merely in the hope of adding the modernized feature to class learning and teaching.

5.3 Conclusion

"Ideally, the purpose of both the traditional and computer-assisted cooperative language learning and teaching classrooms is to provide a space in which the facilitation of learning, and learning itself, can take place" (Shi, 2008: 76). It is true that one of the ultimate goals of multimedia language teaching and learning is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning, Context creation of ELT should be based on the openness and Accessibility of the teaching materials and information. Thus, students are not too dependent on their mother tongue, but will be motivated and guided to communicate with each other because of the openness of multimedia. Concerning the development of technology, the researcher believes that in future, the use of multimedia English learning (and teaching as well)*, will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the learning (and teachings)* quality will be improved and students' applied English skill can be effectively cultivated, meaning that students' communicative competence will be further developed. In conclusion, the researcher believes that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of

learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of ELT with proper computer knowledge on the part of learners, overcoming the finance problems in setting up the infrastructure and not allowing the learners to become technophobes.

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Appendixes

Questionnaire :

- Questionnaire designed for scientific research purpose concerns collecting data about the issue of how far the technology effects the process of learning English language in high/secondary school.
- Questionnaire for students of high /secondary school level:

Name :..... Sex :..... Age :.....

School :..... class:

Kindly answer the following questions by putting either ☐ ☐ ☐ ☐ or ☐ ☐

☐=Agree ☐= Strongly Agree ☐ = None of them(neutral) ☐ = Disagree ☐ = Strongly Disagree

No	Axis	Statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	Mental impact assessment	Technology helps me to improve my four skills.					
2		My attainment(getting knowledge) (استيعاب) is improved when my teacher uses computer and explains the lesson through projector.					
3		My grammar is improved better than previous time when there was no technology tools					
4		I have got more knowledge about issues that are taught in English course.					
5		Teaching English inside the lab let me change my idea about the English course.					
6	Assessment of technology as a tool	Fluency of my English language is better when I use technology.					
7		I better understand comprehension lessons when computer is used as a tool to explain the new words and phrases.					
8		Internet helps me to get more information easily instead of searching in library					
9	Negative impact assessment	Technology has negative effect on the process of learning language.					
10	Negative impact assessment	Technology lets me love learning languages especially English.					

بسم الله الرحمن الرحيم



المملكة العربية السعودية
وزارة التعليم
إدارة التعليم بمحافظة عنيزة
مدرسة محمد بن حمد الشبيلي الثانوية

التاريخ : / / ١٤١٤ هـ

السيد / مدير مدرسة محمد بن حمد الشبيلي الثانوية

المحترم حقاً

السلام عليكم ورحمة الله وبركاته

الموضوع / طلب اجراء استبيان واختبار بحث ماجستير بالمدرسة

بالإشارة الي الموضوع اعلاه احيطك علماً بأنني - الصادق هارون ادم احمد -
سوداني الجنسية - احمل هوية رقم ٢٤٠٤٩٣٩٨٩٠ - اقيم بعنيزة - معلم لغة
انجليزية بالمرحلة الثانوية بالسودان - طالب ماجستير لغويات (الفصل الدراسي
الاخير) بجامعة السودان للعلوم والتكنولوجيا والان اعمل بمكتب الركن الشامل
للترجمة المعتمدة بعنيزة . فالتمس من سيادتكم التكرم بالسماح لي بإجراء استبيان
عبارة عن حالة دراسة بحثية (بحث تكميلي) بعنوان :

{Investigating The impact of Using Technology in Learning Language in High

School - Mohammad Bin Hamad Al - Shibeili High School - as case study}

{دراسة اثر استخدام التكنولوجيا في تعلم اللغة بالمرحلة الثانوية - دراسة حالة -

مدرسة محمد بن حمد الشبيلي الثانوية}

والله ولي التوفيق ،،،

مدير المدرسة المدرسة

مقدمه

محمد بن عبدالكريم المطلق

الصادق هارون ادم احمد