



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Sudan University of Science and Technology

College of Graduate Studies

**Exploring the Technological Gap between Teachers and Students in English
Language Education Focuses in Teaching and Learning Process**

استكشاف الفجوة التكنولوجية بين المعلمين والطلاب في تعليم اللغة الانجليزية في عملية التعليم والتعلم

A thesis Submitted in Fulfillment of the Degree of PhD

Prepared By:

Alhadi Mohammed Salih Omer

Supervised by: Professor Ahmed Abdallah Mohammed

Co supervisor: Dr. Taj Elsir Hassan Bashoum

Dedication

***This study is dedicated To my parents, beloved wife Fadwa Alfatih and to my
dear son Zyad Alhadi Mohammed***

To my dear Sisters, Brothers, and my Teachers

Acknowledgements

First I would like to thank Sudan University of Science and Technology for offering me this chance to conduct this study.

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To all my family member the father Mohammed Salih, my mother Amna Husain, my wife Fadwa Alfatih, my son Zyad Alhadi Mohammed, brothers Khider, Salis, Mustafa, and Ahmed. To my sisters Zihour, Hagir and Jwahir. To my friend Mohammed Sherty (Condy), To Miss Wamda Tomsah . To Yahya Abdulhafeez

the black smith, to my wife's family and all the teachers who have taught me and also all of my friends and colleagues.

Abstract

This study aims to explore the technological gap between teachers and students in English Language education focuses in teaching and learning process, which was viewed at schools in which the digital students prefer staying home than going to schools due to the technological devices that they find at homes more than at schools as well teachers lack the skills of dealing with the technology. To settle these problems a descriptive study was carried out and the results were analyzed and discussed in relation to the hypotheses show the following findings resulted from the study which are: There is a technological gap between teachers and students that affects the teaching process, as well the digital Native generation is interactive with the

technology than the previous methods. And also the use of IT adds great values and challenges in the term of learning process. The study focused on three to ten year students at El Manar Kindergarten and Montessori international schools and kindergartens. The study employs descriptive analysis, qualitative and quantitative methods by virtue of a questionnaire and observation which has been used according to the (grounded theory) as data gathering tools to verify the hypotheses and to find out answers to the questions. The questionnaire was subjected to statistical analysis using the SPSS package program, while the observation was subjected to the grounded theory which has been shown as a report. In the light of results mentioned the research recommends the followings. School teachers should take into account the importance of using IT devices in the teaching process, and then the educational institutions should update their teaching materials to convoy the era.

Abstract Arabic Version

مستخلص البحث

تهدف هذه الدراسة إلى استكشاف الفجوة التكنولوجية بين المعلمين والطلاب في تعليم اللغة الانجليزية في عملية التعليم والتعلم التي تم اكتشافها لاحقا في إن الطلاب الرقميين أي الذين يستخدمون التكنولوجيا يفضلون البقاء في المنازل علي الذهاب إلي المدارس وهذا بسبب الأجهزة التكنولوجية التي تتوفر في المنازل دون المدارس ، وكذلك إن المعلمون يفتقرون إلي مهارات التعامل مع التكنولوجيا ، لحل هذه المعضلات. تم إجراء دراسة وصفية وتم تحليل النتائج الناتجة عن الدراسة وتكمن في أن هنالك فجوة تكنولوجية بين المعلمين و الطلاب والتي تؤثر علي عملية التدريس . وكذلك الجيل الرقمي يتفاعل مع الوسائل التكنولوجية أكثر من الطرق والوسائل السابقة وأيضا يعتبر استخدام تكنولوجيا المعلومات إضافة كبيرة و قيمة. هذه الدراسة تحاول التركيز علي الطلاب من أعمار ثلاث إلي عشرة سنوات والتي تم إجرائها في كلا من روضة المنار و

مدارس ورياض منت سوري العالمية . تستخدم الدراسة تحليلا وصفيا و طرق نوعية إضافة إلى استخدام الاستبانة و طريقة الملاحظة التي تم استخدامها وفقا لنظرية (Grounded theory) كأداة لجمع البيانات للتحقق من الفرضيات وللتوصل إلى إجابات علي الأسئلة . خضعت الاستبانة إلى برنامج ال SPSS التحليلي كما تم عرض الملاحظة في هيئة تقرير . في ضوء النتيجة المذكورة يوصي الباحث إلى الآتي : يجب علي المدرسون وضع أهمية استخدام أجهزة تكنولوجيا المعلومات في الاعتبار ، ومن ثم يجب علي المؤسسات التعليمية تحديث وسائلها حسب ما يتطلبه العصر .

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Chapter One

Introduction

1.0 Introduction:

The necessity of the present era leads us to think of updating our selves, thoughts and ideas. Most of the recent generations are concerned with the IT, they use it instead of traditional methods (black board). That's what leads all who are concerned with the educational institutions think of new ways and methods, for teaching children, the generation of tomorrow, the Alpha Generation.

By definition Generations are cohorts of people who were born in a certain date range and share the general cultural experience of the world.

Each generation is shaped by the social and cultural values of the society where it grows up by the technologies available as the generation matures. Usually the

generations are differentiated by periods of about 20-25 years ,but concerning the latest generations, due to the explosive evaluation of technologies it became necessary to differentiate the generations for periods of about 10 years.

The Generations are Baby Boomers, Generation X, Y, and Z but in January the whole alphabet has gone and then the world has welcomed the next installment : which is the Alpha Generation. (McCrindle2010:67) Research

Baby Boomers: people now approaching retirement age, the "boomers" are those born in the decade following the end of World War II (aged roughly 47-65). They are considered a generation who have "had it all", cosseted by parents who experienced the Great Depression and raised in the prosperous post-war era. Many benefited from free tertiary education and relatively low housing costs. Common put-downs range from 'self-obsessed' to 'stuck in their ways' (McCrindle2010:67) Research **Generation X:** is next with people who are born roughly between 1963-1980 (now aged early-30s to mid-40s.) Gen-Xers are often labelled the "slacker" generation, uncommitted and unfocused. The "why me?" generation. They are the first generation to have experienced divorce on a large scale and are likely to have changed careers several times. While their parents grew up in the era of the Civil Rights movement, X are considered more likely to want to keep their heads down than to change the world.

Generation Y: Those born between 1981 and 1994. Common put-downs include lazy, debt-ridden and programmed for instant gratification. They are portrayed as demanding and unrealistic in their career aspirations. Now we can add "internet-addicted" and "lonely" to the list.

Generation Z: Those born 1995-2009, they are the first generation never to have experienced the pre-internet world. Accordingly are already technology-focused. The I Pad generation? (McCrindle2010:67) Research

Generation Alpha: now it is the time for the Greek alphabet. This generation begins with those born in 2010. It has been predicted they will be the most formally educated generation in history, beginning school earlier and studying longer. The children of older and wealthier parents with fewer siblings, they are already being labeled materialistic. What is most important about this generation is the digital environment they are being born into. Technology is a part of their everyday lives, influenced by parents, educators and many other social interactions.

1.1 Statement of the Problem:

English language education of the Alpha Generation needs more interest and care, it also needs advanced tools, devices and methods. This generation needs well

qualified teachers who are skilful in IT and technology. So as to provide the learners of this generation with what they expect and need, the aim of which to develop their abilities in understanding and interacting with what they learn.

However this generation of Alpha will concentrate mainly on technology and technological method and devices. Teachers of the current time concentrate mainly on the traditional methods and tools which they have already experienced and get interest in like ,(black board and chalk) but this will never suit the Alpha, will never get their attention. Institutions and teachers don't attempt to challenge the students to use more advanced skills, the problem is that the students don't have intention to come to school and no desire for learning for there are no technological devices such as smart telephones, laptops, computers and tablets etc.

The Alpha Generation will grow up technologically among the smart devices, the case that will force the administrators and faculty members themselves to be in charge of being updated which can be a challenge.

1.2 Research questions:

This study sets.

1. How far the technological gap between teachers and the Alpha students affects the teaching process?

2. To what extent the Alpha Generation (digital native) is interactive with the technology than the previous methods?
3. What values and challenges does the use of IT add in the term of learning process?

1.3 Hypotheses of the study:

This study has the following as its hypotheses:

1. The technological gap between teachers and the Alpha students(Digital natives) affect the teaching process.
2. The Alpha Students (digital Native) generation is interactive with the technology than the previous methods.
3. The use of IT adds great values and challenges in the term of learning process.

1.4 Objectives of the study:

The present study aims to:

1. To overcome the technological gap between teachers and the Alpha students(Digital natives) which affect the teaching process.
2. To find out suitable method for teaching the Alpha Gen especially the technological devices.
3. Use IT in the teaching and learning process.

1.5 Significance of the study:

This study will help teachers, the educational institutions, and the syllabus designers to take into account technological devices, smart boards, and more advanced methods and tools when they come to deal with generation Alpha.

This study can provide them with practical and good suggestions to improve the teachers and learners' capacities by the most useful ways and strategies. This study will also contribute positively in syllabus designing and the development of the staff.

The present study will also highlight the importance of IT among teachers and encourage them to express their observations and ideas in order to enhance the interaction and relationships among teachers, educators in reading and, syllabus designers and decision makers.

1.6 Methodology:

This study is descriptive analytical in nature. It attempts to investigate the ways and methods in which the Alpha generation are going to be improved in reading.

The sample was randomly selected from the Alpha Gen, educationists and IT experts.

The study used the following instructions:

1- Questionnaire for teachers.

2- Interview and observation for the Alpha's life in the educational institutions
(Montessori and El-Manar Kindergarten).

The data are analyzed qualitatively in order to provide answers for the research questions and to verify the hypotheses.

Chapter Two

The Literature Review and the Previous Studies

Part One: The Literature Review

2.1 Introduction

The world in which our children live is significantly different from that of yesterday. Today's youngsters use laptops, pagers, instant messaging, and cell phones to connect to friends, family, experts, and others in their community and around the globe. They are bombarded with visual messages from the media – messages specifically targeted to tap into the billions in discretionary spending they control and/or influence. This is a generation that expects to actively participate in and through their media, hence the decrease in time spent by teens in viewing television and the corresponding increase in time spent on computers, gaming, and the Internet. Our children now have at their fingertips a virtual world – with all its promises and pitfalls (Lemke, 2003:5).

Schooling today is an attempt to make mini-scholars out of students by giving them doses of what was meant by scholarship in the eighteenth and nineteenth centuries. The theory of knowledge implicit here is that the educated person knows something about all the great books. This idea works when there aren't that many books in print (or at least it seems to work). But in an age when no one could possibly know something from every book that has been written, when there are

enough books to go around, and when there are so many other forms of knowledge available to students, these ideas are outmoded. We must look to concepts that relate to today's world, one where there's so much to know that it is likely that students will have to direct their own education out of practical necessity (Schank & Cleary, 2008).

Public education is struggling to adapt to an intellectual, social and cultural transformation that has begun to emerge during the last thirty or forty years. New understandings on the frontiers of science, a growing awareness of the threats to planetary ecology, and a disruption of local communities and economies by the rise of globalization have made it necessary to rethink many of the basic assumptions that guided the development of modern industrial culture. It is increasingly evident that humanity faces the task of moving from an age of modernity into an uncharted post-industrial or post-modern future (Miller , 2000).

2.2 The Alpha and the challenges

In education they [the Alpha+ generation] are forcing a change in the model of pedagogy, from a teacher focused approach based on instruction to a student-focused model based on collaboration.” (Tapscott 2009 : 11).

The New Generation is exceptionally curious, self-reliant, contrarian, smart, focused, able to adapt, high in self-esteem, and has a global orientation...there has

been a change in the way children gather, accept and retain information. (Tapscott, 1997:15)

1. There is no evidence that there is a single new generation of young students entering Higher Education and the terms Net Generation and Digital Native (Alpha Gen) do not capture the processes of change that are taking place.

2. The complex changes that are taking place in the student body have an age related component that is most obvious with the newest waves of technology.

Prominent amongst these are the uses made of social networking sites (e.g. Face book), uploading and manipulation of multimedia (e.g. YouTube) and the use of handheld devices to access the mobile Internet. (Tapscott 2009 : 41)

3. Demographic factors interact with age to pattern students' responses to new technologies. The most important of these are gender, mode of study (distance or place-based) and the international or home status of the student.

4. The gap between students and their teachers is not fixed, nor is the gulf so large that it cannot be bridged. In many ways the relationship is determined by the requirements teachers place upon their students to make use of new technologies and the way teachers integrate new technologies in their courses.

There is little evidence that students enter university with demands for new technologies that teachers and universities cannot meet.

- The gap between them means that teachers who teach these generation in schools are not qualified enough, they don't know more about IT, even some of the students are more sufficient than teachers themselves, that is the reason lead the university students to demand more from their teachers in the time which they should study something else. There is also demands for team and group working.

5. Students persistently report that they prefer moderate use of Information and Communication Technologies (ICT) in their courses. Care should be taken with this finding because the interpretation of what is 'moderate' use of ICT may be changing as a range of new technologies take off and become embedded in social life and universities.

6. Universities should be confident in the provision of what might seem to be basic services. Students appreciate and make use of the foundational infrastructure for learning, even where this is often criticised as being an out of date and unimaginative use of new technology. Virtual Learning Environments (Learning or Course Management Systems) are used widely and seem to be well regarded. The provision by university libraries of online services, including the provision of online e-journals and e-books, are also positively received.

7. Students do not naturally make extensive use of many of the most discussed new technologies such as Blogs, Wikis and 3D Virtual Worlds. The use of 3D Virtual

Worlds is notably low amongst students. The use of Wikis and Blogs is relatively low overall, but use does vary between different contexts, including national and regional contexts. Students who are required to use these technologies in their 2 courses are unlikely to reject them and low use does not imply that they are inappropriate for educational use. The key point being made is that there is not a natural demand amongst students that teaching staff and universities should feel obliged to satisfy.

8. There is no evidence of a consistent demand from students for the provision of highly individualised or personal university services. The development of university infrastructures, such as new kinds of learning environments (for example Personal Learning Environments) should be choices about the kinds of provision that the university wishes to make and not a response to general statements about what a new generation of students are demanding.

9. Advice derived from generational arguments should not be used by government and government agencies to promote changes in university structure designed to accommodate a Net Generation of Digital Natives. The evidence indicates that young students do not form a generational cohort and they do not express consistent or generationally organised demands. A key finding of this review is that political choices should be made explicit and not disguised by arguments about generational change. (Tapscott 2009 : 25)

- ❖ The researcher says that, a whole generation of teachers needs to learn new tools, new approaches, new skills. This will be a challenge... But as we make this inevitable transition, we may best turn to the generation raised on and immersed in new technologies. Give the students the tools and they will be the single most important source of guidance on how to make their schools relevant and effective places to learn.

He also thinks Technology has changed the Net Generation, just as it is now changing higher education

- ❖ It is inevitable ... that change would finally come to our young peoples' education as well, and it has. But there is a huge paradox for educators: the place where the biggest educational changes have come is not our schools; it is everywhere else but our schools.

2.3 Collaborative learning

The Net Generation and Digital Native arguments associate the rising generation with a desire to work together in teams or group (Jones and Ramanau 2009:11).

Tapscott argued that:⁹“In education they [the Net generation] are forcing a change in the model of pedagogy, from a teacher-focused approach based on instruction to a student-focused model based on collaboration.” (2009 :11).

The argument for a Net Generation of Digital Natives has a strong educational component which suggests that the new generation of learners will be pre-

conditioned by their use of technology to drive changes in pedagogy and that these changes will include aspects of collaboration, particularly team work and peer-to-peer learning (Oblinger and Oblinger 2005 Ch 2 p7). Tapscott and Williams have continued to make similar claims and in their recent article, they suggest that the traditional model of education is a broadcast model and that: ‘A broadcast is, by definition, the transmission of information from transmitter to receiver in a one-way, linear fashion.’ (Tapscott and Williams 2010 p 20).

This claim ignores an entire literature concerning media consumption that emphasizes the active role of the audience in any broadcast medium (see Jones 2011). Tapscott and Williams have adopted a crude media effects position in which the student audience has a largely passive role. In general terms the audience is far from passive and they are involved in the co-construction of meaning with the resource transmitted and the sender of that resource. Leaving aside the active role of the student body as audience, the claim that there is a new generation of students predisposed to collaboration is entirely unsupported by a coherent body of peer reviewed evidence. Institutional reform The deterministic argument about the Net Generation has taken a further step with the argument that schools must change in a radical pro-market and neo-liberal fashion in order to meet the challenges posed by the new generation of students. The authors of some of these ideas have a more radical agenda, one that predicates deep institutional change on the speculative

arguments about the character of this new generation Tapscott and Williams propose the adoption of a free market approach in which private initiatives and the market replace existing models of the university. The role of government, in their view, is to building the digital infrastructure, such as broadband networks, which would allow private commercial providers to succeed.

In the United Kingdom this kind of advice to policy makers is being received in the context of severe budget reductions, following the banking crisis. Calls for a reduced role for the state and an increase in marketisation and private provision fall on fertile ground and they may find support from the U k government's response to the Browne Review (2010). Following Bates (2010) we argue that the future of university provision is a choice and not in any simple way the result of a technologically determined process. Technological change can allow for or assist many kinds of changes in university teaching and learning and it may have an impact on the broader role of the university. However technological change does not require universities to change in one particular way rather than another. Nor can the changes that are required be read off from a set of generational stereotypes that are likely to lead to simplistic solutions. Decisions about the state's role in higher education and non-market forms of organization are political decisions and a move to a neo-liberal approach to markets and privatization is not the inevitable outcome of technological change or student pressure. A key issue that arises

from the determinism inherent in Net Generation and Digital Natives arguments is that it obscures the role of political choice in deciding future directions for higher education. grown up in the era of digital technology, the distinction between digital natives and digital immigrants will become less relevant. Clearly, as we work to create and improve the future, we need to imagine a new set of distinctions. I suggest we think in terms of digital wisdom. (Prensky 2009 p 1) Unlike the strict Digital Native-Immigrant divide in which Digital Immigrants could not become Natives, they can now acquire digital wisdom through interaction +with technology.

Prensky defines wisdom, the key term in this new argument: ...as the ability to find practical, creative, contextually appropriate, and emotionally satisfying solutions to complicated human problems.' (Prensky 2009 p2).

Arguing that technology could make us 'not just smarter but truly wiser' Prensky retains the idea that the 'brains of those who interact with technology frequently will be restructured by that interaction' (p.1). The argument also suggests that digital technology will become an essential support for human development: ...in an unimaginably complex future, the digitally unenhanced person, however wise, will not be able to access the tools of wisdom that will be available to even the least wise digitally enhanced human. (Prensky 2009 p1).

2.4 The child development:

In this part we explore two of the most influential theories of cognitive development: the stage theory of Jean Piaget 1952, and the sociocultural theory of Lev Vygotsky 1978. Recently, researchers asked 1,500 child development experts to name the “most revolutionary” work published in the last half century.

According to the experts, Jean Piaget’s 1952 book *The Origins of Intelligence in Children* remained the most revolutionary and influential work published since 1950! The second most important work was Lev Vygotsky’s *Mind in Society: The Development of Higher Psychological Processes* (1978). This chapter highlights the central themes of both of these important works as well as newer sociocultural views. As you read, you will see that these theories have had a tremendous impact on how we think about the development of cognition in children. (Dixon, 2002:22)

- ❖ Since then there was a great change in the knowledge of the children and the way they grasp the information, like when their teachers use the IT devices so they are able to bear with any new way.

2.5 Piaget’s Constructivist View of Cognitive Development

The most influential theorist in the study of cognitive development was Jean Piaget, who was born in 1896 and died in 1980. His prolific career in psychology spanned an astonishing 7 decades. One anonymous writer surmised that assessing the impact of Piaget on developmental psychology is like assessing the impact of

Shakespeare on English literature or Aristotle on philosophy—impossible. The impact is too monumental to embrace and at the same time too omnipresent to detect. (cited in Beilin, 1994)

2.6 Piaget’s Stages of Cognitive Development

It is obvious that children adapt individual schemes (like “doggie” and “cow”) through equilibration.

There should be a reference to this type of equilibration as *micro equilibration*—the equilibration of individual schemes. Piaget also described a process that we might call *macro equilibration*, or the equilibration of larger and more comprehensive cognitive structures. Remember that in biology cells organize into tissues, and tissues form the body. When enough individual cells change or adapt to their environment, the effects can be seen in the tissues and in the body as a whole. In cognitive development, as individual schemes adapt, larger cognitive structures emerge and change. The micro equilibrations eventually lead to macro equilibrations. When these larger structures are modified and reorganized, new and more powerful ways of thinking become possible. According to Piaget, children grow through four *stages* of cognitive development. Each stage involves certain skills and limitations.

2.7.1 Stage 1: Sensor motor Thought (Birth to 2 Years)

According to Piaget, infants can engage only in **sensor motor thought**. That is, they know the world only in terms of their own sensory input (what they can see, smell, taste, touch, and hear) and their physical or motor actions on it (e.g., sucking, reaching, and grasping). They do not have internal mental representations of the objects and events that exist outside their own body. For example, consider what happens when you give 3-month-old Latoya a plastic rattle. Latoya grasps the rattle tightly in her hand, shakes it back and forth, and rubs it against her cheek. Then Latoya brings the rattle to her mouth to explore it in detail by sucking and biting on it. Finally, she flings the rattle to the floor and stares brightly back at you. Now, what does Latoya “know” about the rattle?

According to Piaget, Latoya doesn’t know anything about the rattle unless she is having direct sensory or motor contact with it. At the time that she is grasping and shaking the rattle, she knows how it feels in her hand and how it moves and sounds when she shakes it. She can feel its smooth surface against her cheek. She knows more about the detailed bumps, curves, and textures when she has it in her mouth. After she flings it to the floor, however, she has no way of maintaining an internalized representation of the rattle. She therefore cannot “think” about the rattle, and she doesn’t know or remember anything about it.

Most adults take mental representation for granted. When we study an object, we form a mental code or image that represents what we know, and we can access this image later when the object is no longer physically available. We are capable of **symbolic (representational) thought**—the ability to form symbols in our mind that represent (or stand for) objects or events in the world. Piaget claimed that young infants cannot form symbols and are therefore stuck in the here-and-now world of their immediate sensory and motor actions.

Piaget believed that representational thought gradually emerges as babies develop the ability to form mental symbols. This represents an important achievement, because the emergence of representational thought frees children from the here and now. With representational thought, children can think about past events and anticipate future interactions. Mental representation also allows children to communicate with others using language. By definition, language of any type requires that arbitrary symbols (words) represent actual things. Without mental representation, it is impossible to learn words and understand what they stand for.

- ❖ The researcher supports Piaget's point for he believes that if the infant is younger than 2 years, he can't feel or understand anything and even can't use his sense well, that's why they enclose what they see in their own sensory input (what they can see, smell, taste, touch, and hear) and their

physical or motor actions on it (e.g., sucking, reaching, and grasping). So this stage can't be changed or over taken.

2.8.2 Stage 2: Preoperational Thought (2 to 7 Years)

Piaget's second stage, **preoperational thought**, features the flourishing use of *mental representations* and the beginnings of logic (intuitive thought). Although logic is emerging, it is based only on personal experience (Piaget called it intuitive).

Also, as you will see shortly, children still do not recognize that some logical processes can be reversed.

■ **Flourishing Mental Representations.** During the preoperational stage children will practice, and even playfully exaggerate, their new symbolic or mental representation abilities. Let's look at the symbols they use in language, artwork, and play. **Symbols in Language.** Talk to a child who is just turning 2, and the conversation will be pretty simple and limited to objects and events currently present. Talk to a 4-year-old, however, and you'll find yourself engaged in a real conversation! As we discuss in Chapter 8, there is an explosive increase in children's vocabulary and grammar (rules for putting words together) after the age of about 18 months. At 18 months, the average vocabulary is about 22 words. By 2 years children use more than 250 words on average, and by 5 years their vocabulary is more than 2,000 words (Anglin, 1993).

What makes this rapid escalation of linguistic skill possible? According to Piaget, language development is based on children's mental representational ability—their ability to let a symbol (e.g., a word) stand for an object in the environment. This ability gives children a way to communicate about the objects in the environment, even when the objects are not actually present. Children's use of symbols also allows their thought to become faster and more efficient, because it no longer depends on the actual physical manipulation of objects in the environment. If a child is upset, for example, the child can name the problem, thereby increasing the likelihood that a parent or caregiver can help.

The process of construction is also evident in language, as children actively filter what they hear and create their own inventive versions of words and phrases. A young child may call a blanket a “winkie,” describe a person with short hair as having “little hair” or say that a criminal is “under arrested.” (Anglin, 1993:23)

- ❖ Piaget mentioned the mental and amount of words that the child could acquire in certain year, example 2 years about 250 word and 5 years acquire about 2000 words. So the researcher respects the idea, but now a days in this era of technological devices the children acquire the language faster and more intensively, because in the past time there were no any T.V,

Mobile or Ipad. And as it's known these devices have a great role in the matter of communication, and of course make the difference for if you bring two children and put the first one in a normal environment the past era with no any technological devices, and put the other in a advanced environment with Laptop, smart phone, T.V and tablet. Of course the last one will acquire the language faster than the first one. For if the first one hears for example 100 words a day, the second would hear 300 or more for the preference and the help of technology and the use of its devices.

- ❖ Before 50 or 30 years children go to school when they were in the seventh of their age, but what about this time? The time of Alpha. They go or start studying on the age of 4 to 5. And the reason is very obvious, they are smarter and live a very easy life.

2.8.2.1 Conservation Problems

The most famous examples of preoperational thought come from children's answers to Piaget's *conservation problems*. Piaget used the term **conservation** to refer to the concept that certain basic properties of an object (e.g., volume, mass, and weight) remain the same even if its physical appearance changes (Ginsburg & Opper, 1988; Piaget, 1952b, 1969, 1970; Piaget & Inhelder, 1974). **For example, look at the liquid conservation problem shown in Figure 5.4. An experimenter fills two identical beakers with liquid to the same level, as shown on the left. The**

experimenter asks the child, “Do these two have the same amount of liquid, or does one have more?” The child says that they have the same amount.

Then, with the child watching, the experimenter pours the contents of one beaker into a taller and skinnier beaker. When asked if the two beakers “have the same amount, or does one have more?” younger children typically claim that the taller beaker has more liquid than the shorter beaker. When asked why, they usually point to the height of the liquid surface:

“See, this one is taller, so it has more.” Children using preoperational thought don’t seem to understand that the volume of liquid is conserved (remains the same) even though the shape of the container changes. Children give similar responses for tasks involving number and mass. By looking at Figure 5.4, you can see why preoperational children’s tendency to use intuitive thought would lead them astray. At a quick glance, it does “seem that” the taller beaker has more. Piaget, however, analyzed children’s responses further and was able to pinpoint other important limitations of preoperational thought.

First, young children show marked *centration* in their thinking.

Centration is the tendency to focus on only one aspect of a situation at a time instead of taking several aspects into consideration. In the liquid problem, for example, children tend to focus on the height of the liquid, instead of considering that the greater width of one beaker compensates for the taller height of the other.

Second, young children focus on the *static endpoints* of the transformation (how things look before and after) rather than considering what happened in the transformation itself. Children look at the beginning state (both levels are equal on the left side of Figure 5.4), then at the ending state (one level is higher on the right side), and they conclude that the higher level must have more. They fail to consider the transformation itself the act of pouring could show that the amount of liquid did not change. And finally, children at this stage lack a grasp of *reversibility*. That is, they do not imagine what would happen if they reversed the transformation; they don't visualize pouring the liquid back into its original container to demonstrate that the amount would still be the same.

When children focus on the height of the liquid, pay attention only to the static endpoints of the problem, and don't imagine pouring the liquid back, you can see why they usually obtain such an intuitive answer as "this one is taller, so it has more."

Piaget saw the lack of mental reversibility as an important hallmark of preoperational thought. To be fully logical, our cognitive structures need to be reversible. Think about the logic of math, for example. If we have 4 and take 2 away, we need to understand that we can return to 4 by adding 2 back. Piaget gave a special name to cognitive structures that are reversible. He called them

operations—actions performed mentally that are reversible (Ginsburg & Opper, 1988:341).

Piaget believed that these dynamic mental operations were necessary for true logical thought. This is why he called the second stage *preoperational* thought—it is thought that is *not yet reversible*, not yet truly *operational*. With continued experience with the environment, children realize that their intuitive thought does not adequately explain the events around them.

As they realize the reversibility of many transformations and their thought structures become operational, we have the beginnings of the next stage of cognitive development. (Ginsburg & Opper, 1988:343).

2.8.3 Stage 3: Concrete Operational Thought (7 to 11 Years)

To an older child the conservation problems shown in Figure 5.4 are trivial. With the liquid problem, a typical 10-year-old would say, “Of course they both still have the same amount; all you did was pour it over here. If you pour the taller one back into the short beaker, you’ll see that it’s just the same.” Or “Sure, the taller one looks like it has more, but it is also skinnier, so it’s really just the same.” Children in this third stage, **concrete operational thought**, show thinking that is *decentered*—they consider multiple aspects of the problem (understanding the importance of both height and width). They focus on the *dynamic transformation* in the problem (realizing that the true answer lies in the pouring). And, most

importantly, they show the *reversibility* of true mental *operations* (just pour it back, and it's the same).

In this third stage children's cognitive structures are operational—hence the name, concrete *operational* thought. This development allows them to think about the world using objective rules of logic, freeing them from the misconceptions of intuitive thought. Children in the concrete operational stage also show their logical abilities when they solve *class inclusion* and *transitive inference* problems. For example, show a child a set of five dolls and three teddy bears, then ask this question: “Are there more dolls or more toys?” Children in the preoperational stage will typically answer “more dolls,” because they tend to focus on only one part of the problem (dolls versus bears) and ignore the fact that all of the objects belong to the general class of toys. Most children in the concrete operational stage, however, understand that both dolls and bears are also toys. To them this is a silly question—of course there are more toys than dolls! In other words, older children understand *class inclusion*—the fact that objects can be classified in different ways and at different levels. Younger children don't understand this. When he was about 4, our younger son heard his mother referred to as “Doctor.” He immediately spoke up: “She's not a doctor, she's my mommy!” Our older son just rolled his eyes. To young children, grandmothers can't also be mothers, and firemen can't also be fathers. (Ginsburg & Opper, 1988:344).

- ❖ The concrete operational thought (7-11) years, then why does it take this name? because the cognitive structures are operational. So the researcher suggests the child to be in class three in this age of 7 , and generally knows more about the life and of course it's because of the help of technology and specially the media. In comparison to the ancient children in the age of 7 they would be in class one in schools, and they actually know less about the world at the same age. So by using the media, now our children the generation Alpha could know , the most kinds of animals and plays, and they could easily play the computer games and use the smart phones, therefore this means the Alpha are smarter than the old Generations, so they need to be treated according to their advanced minds and thoughts, and this can be one of the challenges which are going to encounter the administrations, and teachers .
- ❖ In piaget's report about the 4 years children mentioned that “ when a child was about 4 years heard his mother was referred to as(Doctor)then he immediately spoke up : she is my mommy”. But the searcher thinks today's children or the Alpha would never be in such case, for the are much better than to be in such case.

2.8.4 Stage 4: Formal Operational Thought(Aproximately Age 12 and Above)

According to Piaget, it is during adolescence that cognitive development reaches its fullest potential—**formal operational thought**. Two major changes occur in this stage: Adolescents gradually develop the ability to use hypothetic-deductive reasoning, and they extend their logical thinking to concepts that are abstract (no longer solely to materials that are concrete and tangible).

2.9 Views of Language Acquisition and Learning in Foreign Language Didactics

2.9.1 Behaviorism: Main Principles

- First language acquisition is an area of psycholinguistics which focuses on how children learn their mother tongue.

- Second language acquisition is an area of applied linguistics and studies the processes by which people develop proficiency in a second or foreign language.

These processes are investigated with the expectation that this information may be of use to language teaching.

- Main protagonists: Ivan Pavlov John Watson, Edward Thorndike, B.F. Skinner.

- Learning happens when a correct response is demonstrated following the presentation of a specific environmental stimulus.

2.9.2 Learning is changed behavior

- Conditioning: Learning is seen as a process of developing connections between a stimulus and a response. This process is called conditioning.

- Habit formation: An individual responds to a stimulus by behaving in a particular way. If the behaviour is reinforced (i.e. rewards or punishment) then the likelihood of that behaviour occurring on a subsequent occasion will be increased or decreased. As the behaviour is reinforced, habits are formed.

- Importance of environment: Learning is a result of environmental rather than genetic factors. The child is born as a clean slate and the environment writes its messages on this clean slate.

Behaviourism and foreign language teaching (1/4)

- It had a powerful influence on second and foreign language teaching between the 1940s and the 1970s.

- Influenced the development of the audiolingual method.

- Instruction is to elicit the desired response from the learner who is presented with a target stimulus.

- Student as passive receiver of information memorized dialogues and sentence patterns by heart.
- Based on rewards and punishments.
- Responsibility for student learning rests squarely with the teacher.
- Lecture-based, highly structured.
- Primacy of speech: considers speech as primary partly because it is the first medium that the child masters. Skills are taught in a specific order: Listening and speaking then reading/writing.
- Stimulus-response-reinforcement: Learners are taught the language in small, sequential steps (structures and then sentence patterns). A small part of the language is presented as a stimulus, to which the learner responds by repeating or by substituting. This is followed by reinforcement by the teacher. By repeating the learner develops habits. Learning a language is seen as acquiring a set of appropriate mechanical habits and errors are frowned upon because they lead to the development of “bad” habits. The role of the teacher is to develop in learners good language habits.
- Inductive learning: Because learning is a question of habit formation rather than problem solving, any type of explanation is consistently avoided. It is a last resort

and always occurs in the final stage, when the language item has been well practiced and the appropriate habit acquired.

- Mentalism is the belief that the mind is important for determining human behaviour.

- Chomsky argued that what was missing from the behaviourist concept of learning was a theory of mind - a mentalist perspective, in other words. The mind was seen to possess a set of deep-seated ways of processing language data that lead to the unconscious discovery of the grammar of the language - **learning as a rule-governed activity**

- He argued that behaviourists failed to recognize the logical problem of language acquisition: children learn more about the language than they could reasonably be expected to learn on the basis of the language samples they hear. They can produce language that they have never heard of.

- Children's minds are not blank slates to be filled in by imitating the language they hear from the environment. Children are born with an innate capacity for language learning which allows them to discover for themselves the rules underlying the language.

- This innate ability is called language acquisition device (LAD) or black box; later on Chomsky referred to this as innate knowledge of the principles of Universal Grammar (UG).

2.10 Cognitivism

- Cognitive psychology in contrast to behaviourism is interested in the way the human mind thinks and learns. It is interested in the cognitive processes that are involved in learning and how the learner is involved in the process of learning.

- The learner is seen as an active participant in the learning process using various kind of mental strategies in order to sort out the system of the language being learnt.

- Cognitive theories look beyond behavior to explain brain-based learning.

- Information processing model:

Learning happens as a result of brain processes where knowledge is transferred from short to long term memory.

In order for this to happen, new information must be linked to old information and information and concepts must be logically organized.

- The role of the teacher is to help learners organize new information for later recall.

2.10.1 Cognitivism and implications for learning

- Learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.
- The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so.
- Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given".

2.10.2 Cognitivism and implications for teaching (1/2)

- As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves.
- The instructor and student should engage in an active dialog (i.e., Socratic learning).
- The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding.
- Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.
- Inquiry-oriented projects.

- Opportunities for the testing of hypotheses.

2.10.3 Cognitive Constructivism - Piaget

- From the moment we are born we are actively involved in the process of learning.

• We learn things as a direct result of our experiences but we make sense of those experiences at different stages of our lives.

- Piaget believed that cognitive development occurs through a sequence of successive qualitative changes in cognitive structures.

2.10.4 Piaget's Four Stages of Cognitive Development

- Sensor motor Stage (birth - 2 years):

– actions become more intentional and integrated into patterns, there is an increased awareness of self and surroundings.

- Preoperational Thought Stage (2 - 7 years):

– development of language and conceptual thought occurs.

- Concrete Operations Stage (7 - 11 years)

– increased ability to apply logical thought to concrete problems, thinking is still primarily related to immediate experience.

- Formal Operations Stage (11 years on): – ability to apply logic to a variety of problems; higher order thinking occurs.

- ❖ The researcher's thought "the Behaviorism thought that (learning happens when a correct response is demonstrated following the presentation of a specific environmental stimulus) according to searcher this correct response comes out from the stimulus, and the stimulus which the Alpha depends on more are the technological devices and more than on the teacher himself. So the Alpha needs to know the way using these materials perfectly so as to get the correct information they need and also get the good use of these devices, for they need to be well controlled.
- ❖ In the matter of conditioning as was mentioned in the view: (Learning is seen as a process of developing connections between a stimulus and a response. This process is called conditioning). Then how can this connection be developed? The searcher answers " developing connections comes by developing ourselves in the way that helps us to know how and when to connect or be in contact with the stimulus.
- ❖ And what is the stimulus? Is usually something that helps sb/ sth to develop better or quickly. And the stimulus for the Alpha, they depend on technology. Therefore teachers and guides should prepare themselves well to lead this sensitive Generation of Alpha safely. (the searcher's view)

2.11 Change of Technology

Technology has impacted almost every aspect of life today, and education is no exception. Or is it? In some ways, education seems much the same as it has been for many years. A 14th century illustration by [Laurentius de Voltolina](#) depicts a university lecture in medieval Italy. The scene is easily recognizable because of its parallels to the modern day. The teacher lectures from a podium at the front of the room while the students sit in rows and listen. Some of the students have books open in front of them and appear to be following along. A few look bored. Some are talking to their neighbors. One appears to be sleeping. Classrooms today do not look much different, though you might find modern students looking at their laptops, tablets, or smart phones instead of books (though probably open to Facebook). A cynic would say that technology has done nothing to change education.

However, in many ways, technology has profoundly changed education. For one, technology has greatly expanded access to education. In medieval times, books were rare and only an elite few had access to educational opportunities. Individuals had to travel to centers of learning to get an education. Today, massive amounts of information (books, audio, images, videos) are available at one's fingertips through the Internet, and opportunities for formal learning are available online worldwide

through the Khan Academy, MOOCs, podcasts, traditional online degree programs, and more. Access to learning opportunities today is unprecedented in scope thanks to technology.

Opportunities for communication and collaboration have also been expanded by technology. Traditionally, classrooms have been relatively isolated, and collaboration has been limited to other students in the same classroom or building. Today, technology enables forms of communication and collaboration undreamt of in the past. Students in a classroom in the rural U.S., for example, can learn about the Arctic by following the expedition of a team of scientists in the region, read scientists' blog posting, view photos, e-mail questions to the scientists, and even talk live with the scientists via a videoconference. Students can share what they are learning with students in other classrooms in other states who are tracking the same expedition. Students can collaborate on group projects using technology-based tools such as wikis and Google docs. The walls of the classrooms are no longer a barrier as technology enables new ways of learning, communicating, and working collaboratively.

2.12 The impact of reading from the screen versus from printed material

2.12.1 Comprehension:

Many years ago in 1992, Dillon reviewed numerous studies conducted in the late 1980s, and early 1990s and determined that reading from screen less effective than print. Most result indicated that reading from screens caused comprehension to be 20-30% less effective than reading from paper. However a more recent study conducted by Noyes and Garland 2008 suggests that result are inconclusive in determining a preference for print or screens in retention and that there is only a slight majority of results that support the earlier findings of print having 20-30% faster comprehension. Other studies published have produced inconsistent result with many findings few significant comprehension differences between reading on screen and paper.

Other studies (Ackerman and Gold Smith,2011)have looked deeper in to the subconscious expectations of reading that allows factors such as tactile and olfactory feedback to have such great impact in the retention and comprehension or reading. They found that these subtle expectations and familiarities greatly impacted how much they were able to retain. When they were asked to read on a time limit, the for screen and print did not differ significantly. When participants

were asked to read a text at their own pace, their retention was significantly different when reading on screens as opposed to paper.

- ❖ Depending on what Ackerman and Goldsmith mentioned about the differences " As not in the presentation of the materials but relates to a more intuitive or subconscious feeling that makes the brain more conducive to learning when reading from a more familiar source, such as print less ready to learn when reading from a more unfamiliar source such as a screen" that's what they think and expect according to their time and the generation dealt with. But for the searcher thinks the era and environment play a great role in this case. So for the Alpha their environment is obviously technological which leads them to with advanced materials and devices such as the smart phones, screens lab top and so. Therefore they got no choice just to deal with modernization then they will gradually accustom using them and get more interested in. After that the searcher is going to argue and challenge all who don't believe in such ways of reading on screens or technological materials.

2.12.2 A Comparison of Reading Models, Their Application to the Classroom and Their Impact on Comprehension

“A reading model is theory of what is going on in the reader’s eyes and mind during reading and comprehending (or miscomprehending) a text” (Davies, 1995:59). Models of the reading process try to explain and predict reading behavior. They are the bases on which reading instructions are built. The proposed study focuses on the analysis of two main models of reading: bottom-up and top-down. Traditionally, comprehension has been viewed as a reader’s capacity to replicate a text (e.g. in summaries of facts, translations, or matching exercises). However, in recent years considerable research effort has focused on a conceptual model. According to Beaugrande, what readers comprehend is not sentences but conceptual content (Swaffar, 1991:39).

A bottom-up model, which focuses on linguistic clues, builds literal comprehension of a text and a top-down model, which emphasizes the importance of background knowledge, builds global comprehension (Carrell, 1988; Swaffar, 1991). Top-down models of reading can hardly be used at elementary levels of language instruction because, as Carrell and Coady argue, “knowledge of a minimum of 5000 words is essential to make top-down processing possible”. In contrast, bottom-up models are not useful at the advanced levels because students are able to decode graphical input automatically.

Reading instruction at the intermediate level is more complex because both models are to be applied. The aim of the research was to investigate whether a top down or a bottom-up model of reading is emphasized during pre-, while-, and post-reading activities at intermediate level of the English language instruction. (Swaffar, 1991:44)

2.13 A brief history of language teaching

This chapter, in briefly reviewing the history of language teaching methods, provides a background for discussion of contemporary methods and suggests the issues we will refer to in analyzing these methods.

From this historical perspective we are also able to see that the concerns that have prompted modern method innovations were similar to those that have always been at the center of discussions on how to teach foreign languages. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning. have demonstrated that many current issues in language teaching are not particularly new. Today's controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching. Kelly (1969) and Howatt (1984)

It has been estimated that some 60 percent of today's world population is multilingual. From both a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.

2.14.1 The Grammar-Translation Method

As the names of some of its leading exponents suggest (Johann Seidenstücker, Karl Plötz, H. S. Ollendorf, and Johann Meidinger), Grammar Translation was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was "to know everything about something rather than the thing itself" (W. H. D. Rouse, quoted in Kelly 1969: 53). Grammar Translation was in fact first known in the United States as the Prussian Method. (A book by B. Sears, an American classics teacher, published in 1845 was titled *The Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language* [Kelly 1969:36])

The principal characteristics of the Grammar- Translation Method were these:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. “The first language is maintained as the reference system in the acquisition of the second language” (Stern 1983: 455).
2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.
3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.
4. The sentence is the basic unit of teaching and language practice. Much

of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method.

Earlier approaches to foreign language study used grammar as an aid to the study of texts in a foreign language. But this was thought to be too difficult for students in secondary schools, and the focus on the sentence was an attempt to make language learning easier (see Howatt 1984: 131).

5. Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century” (Howatt 1984: 132).

2.14.2 The Direct Method

Gouin had been one of the first of the nineteenth-century reformers to attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of a “natural” method. In fact, at various times throughout the history of language teaching, attempts have been made to make second language learning more like first language learning. In the sixteenth century, for example, Montaigne described how he was entrusted to a guardian who addressed

him exclusively in Latin for the first years of his life, since Montaigne's father wanted his son to speak Latin well. Among those who tried to apply natural principles to language classes in the nineteenth century was, who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method.

Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native language if meaning was conveyed directly through demonstration and action. The German scholar F. Franke wrote on the psychological principles of direct association between forms and meanings in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching. According to Franke, a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning.

Speaking began with systematic attention to pronunciation.

Known words could be used to teach new vocabulary, using mime, demonstration, and pictures. L. Sauveur (1826–1907:23)

- ❖ According to researcher's thought," the direct method is much useful for talented students, the ones whom are always attentive, and don't go farther while they are in class. It can also be great for to getting the language fastly specially in the matter of pronunciation as it was mentioned in the method (correct pronunciation and grammar were emphasized).
- ❖ One of the best point in this method is that " every day vocabulary and sentences were taught". For the searcher this point is very important as for teaching the foreign learners so as to know how to express their speech. But they leaders of the Direct method mentioned this point " never speak with single word use sentence" the researcher disagree with this point for the foreign learners and the children who are just starting to speak are the same, both of them don't know the language so the are trying. Then it's not logical to stop or force the using a sentence instead of using one word to fulfil their needs. E.g a small child can use the word (water) instead of this sentence (mommy i want get a drink of water please). Since the matter of communication is to deliver the message, they don't have to be against the use of one word. Using such way (don't use one word...) may lead the students or the foreign learners think of the difficulties of getting or learning the aimed language. So they need to be encouraged not to be broken.

2.14.3 The Oral Approach and Situational

Language Teaching

Palmer, Hornby, and other British applied linguists from the 1920s onward developed an approach to methodology that involved systematic principles of *selection* (the procedures by which lexical and grammatical content was chosen), *gradation* (principles by which the organization and sequencing of content were determined), and *presentation* (techniques used for presentation and practice of items in a course). Although Palmer, Hornby, and other English teaching specialists had differing views on the specific procedures to be used in teaching English, their general principles were referred to as the Oral Approach to language teaching. This was not to be confused with the Direct Method, which, although it used oral procedures, lacked a systematic basis in applied linguistic theory and practice.

An oral approach should not be confused with the obsolete Direct Method, which meant only that the learner was bewildered by a flow of ungraded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances. (Pattison 1964: 4)

2.14.4 The Audio-lingual Method

The Coleman Report in 1929 recommended a reading-based approach to foreign language teaching for use in American schools and colleges (Chapter 1). This emphasized teaching the comprehension of texts. Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers often resorted to discussing the content of the passage in English. Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified Direct Method approach, a reading-based approach, or a reading-oral approach. Unlike the approach that was being developed by British applied linguists during the same period, there was little attempt to treat language content systematically. Sentence patterns and grammar were introduced at the whim of the textbook writer. There was no standardization of the vocabulary or grammar that was included. Neither was there a consensus on what grammar, sentence patterns, and vocabulary were most important for beginning, intermediate, or advanced learners.

But the entry of the United States into World War II had a significant effect on language teaching in America. To supply the U.S. government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay, and other languages, and who could work as interpreters, code-room assistants, and translators, it was necessary to set up a special language training program. The

government commissioned American universities to develop foreign language programs for military personnel. Thus the Army Specialized Training Program (ASTP) was established in 1942. Fifty-five American universities were involved in the program by the beginning of 1943. (Darian 1972:27)

2.14.5 Total Physical Response

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.

Asher feels that adults should recapitulate the processes by which children acquire their native language.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces

learner stress, he believes, and creates a positive mood in the learner, which facilitates learning. (Darian 1972:36)

- ❖ According to the present time this method is typically acting, for it uses the physical or what's known as body language which is considered as significant for the communication and it helps teachers and students in cooperating together to get the objective of the lessons. (Said the researcher)

2.14.6 The Silent Way

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs.

- ❖ Comparing this method with the other methods or the recent methods of teaching that should be followed as the use of technological materials like the tablets, smart phones and smart boards, here the role of teachers should be less than students and is to be observer more than being the main character ,wherefore the searcher thinks the Silent way can be perfect to be used in teaching the Alpha Generation, for they need practice more than to be taught theoretically (said the searcher).

2.14.7 Community Language Learning

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages. As the name indicates, CLL derives its primary insights, and indeed its organizing rationale, from Rogerian counseling (Rogers 1951). In lay terms, counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the *counselor*) and learners (the *clients*) in the language classroom.

- ❖ In the CLL theory (Roger 1951) said: “ in lay terms, counselling is one person giving advice assistance, and support to another who has problem or is in some need”. The searcher thinks these counselling (advice and assistance) are given or taken via the technological devices specially via the internet and other ways. Then these technological materials reduce the role of the teacher in the same time help much and some time the teacher can just keep observing. Also grouping can easily be made by these materials.

- ❖ The Alpha can use the Skype or What's App and other materials to make the community conversation and hold up a useful communication and help each others. (Researcher's view).

2.14.8 Suggestopedia

Suggestopedia, also known as Desuggestopedia, is a method developed by the Bulgarian psychiatrist-educator George Lozanov. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a “science . . . concerned with the systematic study of the nonrational and/or nonconscious influences” that human beings are constantly responding to (Stevick 1976: 42). Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. The claims for suggestopedic learning are dramatic. “There is no sector of public life where suggestology would not be useful” (Lozanov 1978: 2). “Memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods” (Lozanov 1978: 27).

- ❖ the method tried to harness these influence and redirected them, so as to optimize the learning process. According to the searcher this method (the Suggestopedia) is the most suitable in teaching the Alpha for it concentrate

more fully in technology and its materials, such as using music and plays which play a very great role in interacting students and lead them to enjoy coming to the educational institutions more than staying home. And this is exactly what is needed in this sensitive stage of learning.

2.15 Learning to Read, Reading to Learn

As students complete the arduous task of passing the GED or completing an alternative high school diploma, they have acquired a wide range of reading comprehension skills and they have achieved an important milestone.

Some students will want to continue in postsecondary education. But often, teachers have not introduced the reading skills and strategies these students will need to succeed in a college setting. College students have to cope with a large amount of reading, with lengthy texts in scientific, historical, and technical areas. In this article, I will discuss strategies and skills in reading instruction for students moving from a small and often supportive adult basic education classroom into a large and often impersonal college setting.

How Do You Feel at the End of This Paragraph? Read the italicized text below from a computer manual: *The Print dialog box is where you also set the size attribute ratios.*

These settings are percentage multipliers used to scale the current font whenever relative size attributes are applied. For example, if the current font has a size of 10

points, and the Large size attributes ratio in the Print Preferences dialogue box is set to 120%, then any where the Large attribute is applied in the document, the character size changes to 12 points, which is 120% of 10 points ($10 * 120\% = 12$). Ready to read on with confidence and comprehension or are you ready to cry, give up or ask someone for help? Is this how your student feels when an instructor assigns a reading from a college text? Using my computer, I checked the readability score of this document.

It has about an 11th grade level equivalency, suggesting that most 11th graders could read and understand the passage. So with a masters degree in education, I should be able to read and comprehend this passage with ease. But I can't. I can't read and understand this passage without accessing an array of comprehension skills and strategies that I don't use every day. I have to be an active and strategic reader. I have to ask and answer certain questions and draw on certain reading skills that will help me read independently.

1. Why Am I Reading This? Why do I need or want to read this text: what's in it for me both as an immediate goal and as a part of who I am and what I want?

Answering this question creates a context for becoming an active reader. It sets a purpose for reading and establishes motivation. It moves me away from passively accepting the text, which limits comprehension. I am making the choice to read, comprehend, and use the information I learn from the text. Answering the why

helps me, and any reader, accept the discomfort that comes from not immediately knowing how to approach the text.

2.16 Why should I read the computer paragraph?

As an immediate goal, I need to know how to use my computer and I can't always rely on other people to help me troubleshoot. In the longer term, using the computer is part of my job, and I want a sense of independence and accomplishment. So I will endure the discomfort I will experience in the process of finding the skills to help me understand this passage. Helping students to establish a reason for enduring difficult texts, even when the immediate goal isn't readily apparent, is a good first step toward developing active reading skills.

What Type of Text Am I Reading?

To help me comprehend the computer paragraph, I must identify the type of text so I can use appropriate reading strategies. I know that I am reading a technical passage that involves math, so I will read methodically to get specific information and analyze information from tables, formulas, equations, understand specialized vocabulary.

Students, too, must identify the type of text they are reading so they can select different skills necessary for reading in different genres. Reading a novel is different from reading a technical manual, and teachers need to teach these differences explicitly. In my case, identifying my paragraph as an excerpt from a

dreaded but necessary manual-like book, *Using Word Perfect*, sets me up for doing a certain kind of reading.

3. What Do I Already Know About This?

I draw upon my prior knowledge of computers and my personal experiences with computers to help me understand the paragraph. This reflection, along with my knowledge of the type of text—the dreaded Students, too, must access their prior knowledge of a topic and technical manual— allows me to understand the vocabulary in context. The words dialog, attribute, and character have many meanings, but I understand that this is a manual on computers, not a poem by Shakespeare, so I read accordingly.

of the type of text they are reading. They can ask: “What do I already know about this subject? When have I read a similar kind of book, and how did I do it?”

Teachers can assist students in activating their prior knowledge through rereading activities.

They can also help increase a student’s knowledge of a difficult subject by reading lower-level materials to build that missing knowledge base. Students can learn to do this themselves by seeking out materials on a similar subject written at a lower level in order to build background knowledge.

4. How Can I Get the Big Picture of What I’ll Be Reading?

In my case, I'm trying to understand a short excerpt from a longer manual. Still, it helps me to skim the manual so I know how that paragraph fits into the longer text. Then I can locate more information if I need to. If students can establish a big picture for what they are reading, they can increase their comprehension of, say, a chapter of a text. They can skim the chapter for basic ideas, scan for specific information, use titles and headlines to predict what they will be reading about. By establishing a kind of scaffold before reading, their chances of understanding that chapter are much better than if they open to page one and start reading.

5. How Will I Evaluate the Material I am Reading ?

In the case of the computer paragraph, my ability to evaluate the cause-effect relationship and to verify the value of evidence in this passage will allow me to apply it to a concrete situation when I need to. If I have read the paragraph correctly, I should be able to set the six attribute ratios for my fonts. If I can't do it, I have to read it over again. When students read materials—social sciences, history, applied sciences, for example, they will have to use a variety of reading skills: they will have to evaluate fact vs. opinion and assess the value of theories. They will have to compare and discriminate between ideas and theories based on following and evaluating reasoned arguments. All of these skills need modeling and explicit teaching in the GED or ASE classroom because they do not come as naturally as, say, reading a story or narrative.

To read my computer paragraph successfully, I had to draw on skills I don't use regularly. As an advanced reader, I access those skills unconsciously. But our students must learn these skills through explicit exposure and practice, if they are to succeed in college level reading.

2.17 The Reading Brain in the Digital Age: The Science of Paper versus Screens

E-readers and tablets are becoming more popular as such technologies improve, but research suggests that reading on paper still boasts unique advantages

In [a viral YouTube video](#) from October 2011 a one-year-old girl sweeps her fingers across an iPad's touchscreen, shuffling groups of icons. In the following scenes she appears to pinch, swipe and prod the pages of paper magazines as though they too were screens. When nothing happens, she pushes against her leg, confirming that her finger works just fine—or so a title card would have us believe.

The girl's father, [Jean-Louis Constanza](#), presents "A Magazine Is an iPad That Does Not Work" as naturalistic observation—a Jane Goodall among the chimps moment—that reveals a generational transition. "Technology codes our minds," he writes in the video's description. "Magazines are now useless and impossible to understand, for digital natives"—that is, for people who have been interacting with digital technologies from a very early age.

Perhaps his daughter really did expect the paper magazines to respond the same way an iPad would. Or maybe she had no expectations at all—maybe she just wanted to touch the magazines. [Babies touch everything](#). Young children who have never seen a tablet like the iPad or an e-reader like the Kindle will [still reach out](#) and run their fingers across the pages of a paper book; they will jab at an illustration they like; heck, they will even taste the corner of a book. Today's so-called [digital natives](#) still interact with a mix of paper magazines and books, as well as tablets, smartphones and e-readers; **using one kind of technology does not preclude them from understanding another.**

Nevertheless, the video brings into focus an important question:

2.18 The change of Technology for Reading

How reading on screens differs from reading on paper is relevant not just to the [youngest among us](#), but to just about everyone who reads—to anyone who routinely switches between working long hours in front of a computer at the office and leisurely reading paper magazines and books at home; to people who have embraced e-readers for their convenience and portability, but admit that for some reason they still prefer reading on paper; and to those who have already [vowed to forgo](#) tree pulp entirely. As digital texts and technologies become more prevalent, we gain new and more mobile ways of reading—but are we still reading as

attentively and thoroughly? How do our brains respond differently to onscreen text than to words on paper? Should we be worried about dividing our attention between pixels and ink or is the validity of such concerns paper-thin?

* Since at least the 1980s researchers in many different fields—including psychology, computer engineering, and library and information science—have investigated such questions in more than one hundred published studies. The matter is by no means settled. Before 1992 [most studies concluded](#) that people read slower, less accurately and less comprehensively on screens than on paper. Studies [published since the early 1990s](#), however, have produced more inconsistent results: a slight majority has confirmed earlier conclusions, but almost as many have found few significant differences in reading speed or comprehension between paper and screens. [And recent surveys suggest that although most people still prefer paper—especially when reading intensively—attitudes are changing as tablets and e-reading technology improve and reading digital books for facts and fun becomes more common. In the U.S., e-books currently make up between 15 and 20 percent of all trade book sales. In most cases, paper books have more obvious topography than onscreen text. An open paperback presents a reader with two clearly defined domains—the left and right pages—and a total of eight corners with which to orient oneself. A reader can focus on a single page of a paper book without losing sight of the whole text: one can see where the book begins and ends and where one](#)

page is in relation to those borders. One can even feel the thickness of the pages read in one hand and pages to be read in the other. Turning the pages of a paper book is like leaving one footprint after another on the trail—there's a rhythm to it and a visible record of how far one has traveled. All these features not only make text in a paper book easily navigable, they also make it easier to form a coherent mental map of the text.

In contrast, most screens, e-readers, smartphones and tablets interfere with intuitive navigation of a text and inhibit people from mapping the journey in their minds. A reader of digital text might scroll through a seamless stream of words, tap forward one page at a time or use the search function to immediately locate a particular phrase—but it is difficult to see any one passage in the context of the entire text.

As an analogy, imagine if Google Maps allowed people to navigate street by individual street, as well as to teleport to any specific address, but prevented them from zooming out to see a neighborhood, state or country. Although e-readers like the Kindle and tablets like the iPad re-create pagination—sometimes complete with page numbers, headers and illustrations—the screen only displays a single virtual page: it is there and then it is gone. Instead of hiking the trail yourself, the trees, rocks and moss move past you in flashes with no trace of what came before and no way to see what lies ahead.

2.19 The Technology into Classroom

Changing classrooms to provide a relevant and engaging experience for digital natives presents a unique challenge. Today's students are growing into adulthood in a totally different reality than that experienced by their teachers, and in order to provide an engaging environment, it is time to adjust. Cell phones present a huge research resource at the tip of our fingertips, yet are a constant power struggle in the classroom. Social media, often blocked by school safety nets, are impossible to ignore as an influence and outlet for today's student. The gaming world is a huge presence in the lives of even the youngest learners, yet often allows for exposure of inappropriate materials. So how do we balance? How do we meet the needs of today's students and provide them the tools they need to be successful for jobs that don't yet exist?(Google Wikipedia)

Integrating technology into the classroom is must. Rather than debating over allowing the use of cell phones, internet safety and digital citizenship should be a focus. Using social media as a way to demonstrate the prominent need of critical thinking and discerning the credibility of sources allows students to gain some life skills deficient in many adults. This is a means to support how to use evidence to support an opinion in a real-life setting.

Wikipedia presents another unique opportunity. Wikipedia is regularly heralded as the least worthy source for research, however it is almost always the first that pops up in a search. In one virtual school setting an English teacher walked his students through the Wikipedia certification process and had them publish their research on Native American Tribes onto the site. This gave students a unique opportunity to be a part of something much bigger than their classroom, and to understand why there might be questions about the validity of certain sources.

Technology also provides the ability to showcase work, art, poetry, etc. on a global scale, and to connect with like-minded people no matter the location. Teaching students appropriate outlets for their work and how to create their own pages, blogs, curate their own collections, etc., provides relevant job skills to truly demonstrate their talents and abilities.

Finally, for those who are limited in the ability to attend brick and mortar, technology provides some very unique opportunities to continue to participate in school through different avenues. Our district has two iPad “robots”, that allow students who are medically homebound to experience not only their classroom during live time, but to attend lunch and other settings and to interact with their peers, despite being physically absent. It also can provide staff that travel between buildings to attend meetings in a more interactive manner than a phone conference

without losing time to travel. We have a very large district geographically and traveling to other buildings for meetings can be very time consuming. Our ESD has also started using this for county meetings.

As we teach to the future of tomorrow, holding on to traditional ideas does not provide a benefit. Using technology as the life-changing tool that it is and embracing it as a gift for schools will ultimately better prepare students for life. (Google Wikipedia)

2.20 Digital Natives: Fact or Fiction?

The resident EFL technology guru, considers the notion of the so-called “digital natives / digital immigrants” divide and whether such a divide exists between learners of English as a foreign language and their teachers.

Where did the terms *digital native*?

The terms first appeared in Prensky (2001). In this article, Prensky argued that an insurmountable digital divide has developed between the young who have grown up with technology and older people who have become acquainted with technology later in life; and consequently between students and their teachers. Prensky coined *digital natives* to refer to the former and *digital immigrants* to refer to the latter and argued that, as a result of interacting with technology, *digital natives* “think and

process information fundamentally differently” (Prensky, 2001: 1) to *digital immigrants*. *Digital natives*, according to Prensky, process information quickly, enjoy multi-tasking, and enjoy gaming, while *digital immigrants* process information slowly, working on one thing at a time and do not appreciate less serious approaches to learning. This divide, Prensky argued, is the greatest problem facing education today and teachers must change the way they teach in order to engage their students. (Oxford University Press)

In other literature this generation has been referred to as the *Net Generation* (Tapscott, 1998) and the *Millennials* (Howe & Strauss, 2000) and more precisely defined as those born on or after 1982 (Oblinger, 2003).

Prensky’s ideas have since influenced policy-makers and many researchers have adopted them as their point of departure. But, what evidence is there to support the *native / immigrant* divide?

Prensky’s original article is merely an opinion piece. In it he provides neither evidence that the young engage with different technologies to the old, nor evidence that they learn in different ways. While his follow-up article promises to provide such evidence from neuroscience and social psychology, it is similarly little more than an opinion piece and makes huge leaps from neuroscience and social

psychology research to claims about the way in which today's *digital native* students learn. (Prensky, 2002)

Studies that have questioned the validity of the *digital native /digital immigrant* divide have found that students do not engage with technology as much as we might think. They are not the most frequent users of technology, rather 35-44 year olds are (Bayne and Ross, 2007). While in some families computers are seen as valuable educational tools and parents actively engage their children in their use, in others computers are only used for the purposes of entertainment and parents restrict their use . Further, while we are led to believe that students are constantly online and engaged in a variety of activities surveys of students' use of technology suggest that most are engaged in social networking, but only a small number are engaged in content-creation activities such as blogging and creating wikis . In short, beyond the most common uses of technology, students' experience of technology varies widely (Bennett & Maton, 2010).

In light of this evidence, even Prensky himself has modified his position In particular, Prensky now accepts that through their experience with technology, older people may be *digital natives*. Yet, Prensky's original claim of a divide between the old and the young continues to be perpetuated. Would you consider yourself to be a *digital native* or a *digital immigrant*? Does your experience reflect

the *digital native /digital immigrant* discourse? It would be great to hear your views on this issue. (Prensky, 2009).

2.21 Reasons Technology is Important in Schools: The Digital Age in Classrooms

What will classrooms in the next five years look like? The technology of today will be obsolete in a few years. Students need to learn how to utilize the latest technology to learn and to prepare for their futures. Educators need to focus on the importance of technology in school.

2.22 Technology in Education

The importance of technology in schools is so evident in the 21st Century.

Students who are not computer savvy will struggle in their future professions, as most jobs require some type of computer work.

In the "Overview of Technology and Education Reform" on the *Ed.gov* website, researchers reported that "to be effective, technology and teachers must work together to provide challenging learning opportunities." Technology can become the catalyst for change to help students to use higher order thinking skills.

Some are describing teachers as "digital immigrants" while their students are "digital natives." The reason being, teachers (the immigrants) need to learn the technological environment that the kids (digital natives) already "live in" and use

to acquire knowledge on a daily basis. For an intriguing video clip which exemplifies the concept of digital immigrants and natives check out this slide show on [teaching and learning with digital natives](#) by, Steve C. Yuen, Ph.D. Further reading about digital natives is provided below. :(**Kellie Hayden2012**)

No Child Left Behind Title 11-D-1&2

Sufficient support must be available to bring about change with technology. In the [No Child Left Behind \(NCLB\) Title II-D-1&2](#) - Enhancing Education Through Technology, there were provisions for technology to enhance learning because the current job market needs skilled workers in technology.

Teacher preparation in technology and access to technology for students in poverty continually lags behind. Funds have been set aside for Educational Technology State Grants Program so that states can award low poverty schools money.

Teachers who are not adequately trained in technology may not use the technology properly or may not use it at all.

2.23 Problems with Currently Technology Use in the Classroom

Gilbert Valdez, Ph.D. writes in the article "Technology: A Catalyst for Teaching and Learning in the Classroom," which is on the *North Central Regional Educational Laboratory* website that students who do not have access to technology are at a disadvantage. Access to the Internet seems to be available to

both poor and wealthy school districts. However, the children from poverty do not have much access to technology outside of school.

In addition, teachers need to have adequate training to teach students to use technology in the classroom. The teachers who are trained to teach students using technology can offer engaging lessons beyond completing research assignments on the Internet or presenting information in a PowerPoint slide presentation.

Researchers would like to see improvement in the quality of instruction and learning in science and mathematics. (Oxford University Press)

A survey completed by Gabie E. Smith, Ph.D., Department of Psychology, Elon University called the "Student Perceptions of Technology in the Classroom: The Good, the Bad, and the Ugly" found that in college classroom that teachers sometimes went too fast using technology, such as when using a PowerPoint presentation. Students sometimes need time to process the information and this is difficult when teachers fly through a slide presentations. In addition, some students felt that their instructors "hid behind the technology" and the classrooms became less personal.

As new technology emerges that can engage the 21st century learner, teachers need to be trained and become proficient with the technology. New technology, such as the 3-D projector are constantly coming on the market making it important that

teachers place a premium on the importance of technology in schools. (Gabie E. Smith:45)

2.24 Effective Use of Technology in the Classroom

Beyond the students' future, learning that is fun, hands-on and challenging will engage the student. The Internet has opened up so many avenues for teachers to teach content.

2.25 Teaching in 3-D

A new emerging technology in the classroom is using the multi-media 3-D projector. Students can be engaged with 3-D presentation in any subject area, such as seeds emerging from the ground and growing into a full plant to an event in history. Teachers can engage students while they wear their 3-D glasses and watch objects zoom throughout the classroom. (Google Wikipedia)

2.26 Skype, Web quests & Google Apps

For example, [teacher can use Skype](#) to allow a foreign language student speak with a person from that foreign country. Or, teachers can show students places through "virtual field trips" through Skype when field trip budgets are very tight.

If teachers are somewhat unsure about using the Internet in the classroom, a web quest is an easy way to wade into using technology in the classroom or computer lab. A web quest teaches students to navigate the Internet and find good sources to

learn more about content being studied. [Web quests can be used in almost any content](#) area and Bright hub has many example lessons.

Another Internet application is allowing students to work on a project simultaneously through Google Apps. Google Apps are currently free for public schools. There is no software to install and no ads. In addition, there is a virtual teacher training site. Plus, there are security and privacy safeguards. (Google Wikipedia)

2.27 Ten Benefits that Highlight the Importance of Reading With Young Children

We all know that reading to our children is important. But did you know that toddlers and pre-schoolers who are read to every day have many advantages and benefits. Not only does reading enhance a child's vocabulary, and to help them understand how to read and write, but reading aloud to children also helps them to understand different topics about the world and every day life. The importance of reading cannot be emphasized enough in young children and we as parents need to make reading a priority. (Google Wikipedia)

2.28 Below are some benefits and advantages that highlight the importance of reading.

2.28 1. Reading to young children sets them up to succeed

The more you read to your children, the more knowledge they absorb, and knowledge is important in all aspects of life. There have [many studies](#) that show reading to babies and toddlers gives them a head start and helps to prepare them for school later down the line. After all, reading with your children gives them the skills needed for when they start to read themselves.

It is important that children learn to follow words across the page from left to right, and turn pages which are pre-reading skills that benefit children and help them to become better readers later on. Children who enjoy reading not only do better in language and literacy subjects, but in all of the different subjects as well. (Google Wikipedia)

2.28. 2. Reading develops language skills

While you may speak with your children every day, the vocabulary you use is often limited and repetitive. Reading books ensures that your child is exposed to vocabulary on different topics, which means they hear words or phrases which they

may not hear otherwise in their day to day lives. The more words they know, the better. For children who speak more than one language, reading is an easy way to help their language skills and is important to develop their fluency. (Google Wikipedia)

2.28 .3.Exposure to reading exercises your child’s brain

Reading to young children affects their brain activity and may just give them that boost they need to support and promote their early reading skills. [Research](#) shows that specific areas of the brain are affected when young children have reading exposure at home from an early age. These areas are critical for a child’s language development. (Google Wikipedia)

2.28 .4. Reading enhances a child’s concentration

While you may think it is useless reading to a toddler who wants to constantly turn pages, swap books, or throw them around altogether, reading with your little one is extremely important at this age. By consistently [reading to your child](#) every day, your child will learn to concentrate and sit still for longer periods of time, which can help later on when they go to school. (Google Wikipedia)

2.28 .5. Reading together encourages a thirst for knowledge

Reading to your children leads to questions about the book and the information within. It gives you a chance to speak about what is happening and use this as a learning experience. It may also develop an interest in different cultures or languages. There is nothing better seeing a child who loves to learn. (Google Wikipedia)

2.28 .6. A range of books teaches children about different topics

Providing your child with different types of [books](#) on different topics, or even in different languages for [bilingual kids](#), gives them a wide range of information for them to learn. There are informative books on topics such as different animals, places or objects etc, and there are also different books to help teach children about important life skills such as sharing, being kind, and diversity. There are also some amazing [personalized books](#) which make great gifts! (Google Wikipedia)

2.28.7. Reading develops a child's imagination and creativity

One of the great benefits of reading with children is watching their growing imagination. When we really engage in a book we imagine what the characters are doing. We imagine the setting as reality. Seeing the excitement on a child's eyes

when they know what is going to be on the next page, or having them guess what is going to happen is one of the most amazing things to experience. (Google Wikipedia)

2.28 .8. Reading books with children helps to develop empathy

When a child can put himself into the story it helps them to develop empathy. They identify with characters, and they feel what they are feeling. Children begin to understand and relate to emotions.

(Google Wikipedia)

2.28 .9. Books are a form of entertainment

With so much technology these days, it is difficult not to get caught up in all the hype of it all. TV, Video games, smart phones and apps are popular among children. However, reading a good book that your child is interested in can be just as entertaining. With all of the negative affects of [screen time](#), choosing a book that interests your child, and either reading it together, or letting them flick through pages alone, is definitely a better option. One of the main benefits that highlights the importance of reading with babies and toddlers, is that they are more likely to choose a book to read for pleasure over another activity when they are bored. (

Google Wikipedia)

2.28 .10. Reading together helps to create a bond

There's nothing better than cuddling up to your little one and reading a book or a [bedtime story](#) together. Spending time with one another, reading, and talking, can bring parents closer to your children. For parents who work, or have a busy lifestyle, relaxing with your child and simply enjoying each other's company while reading can be a great way for you both to wind down, relax, and bond. (Google Wikipedia)

2.29 Reading and thinking for the digital natives

Still, there are sayings often from teachers about increasing problems their students have with reading and thinking. What about this? Has anything been *lost* in the Digital Natives' —reprogramming process?

One key area that appears to have been affected is *reflection*. Reflection is what enables teachers, according to many theorists, to generalize, as they create mental models from their experience. It is, in many ways, the *process* of —learning from experience. In their twitch-speed world, there is less and less time and opportunity for reflection, and this development concerns many people. One of the most interesting challenges and opportunities in teaching Digital Natives is to figure out and invent ways to *include* reflection and critical thinking in the learning (either built into the instruction or through a process of instructor-led debriefing) *but still*

do it in the Digital Native language. We can and must do more in this area.

Digital Natives accustomed to the twitch-speed, multitasking, random-access, graphics-first, active, connected, fun, fantasy, quick-payoff world of their video games, MTV, and Internet are *bored* by most of today's education, well meaning as it may be. But worse, the many skills that new technologies *have* actually enhanced (e.g., parallel processing, graphics awareness, and random access) which have profound implications for their learning are almost totally ignored by educators.

The cognitive differences of the Digital Natives *cry out* for new approaches to education with a better fit. And, interestingly enough, it turns out that one of the few structures capable of meeting the Digital Natives' changing learning needs and requirements is the very video and computer games they so enjoy. This is why Digital Game-Based Learning is beginning to emerge and thrive. (John T. Bruer 1999.155)

2.30 learning games

Of course many criticize today's learning games, and there is much to criticize. But if some of these games don't produce learning it is *not* because they are games, or because the concept of game-based learning is faulty. It's because *those particular games are badly designed.* There is a great deal of evidence that children's

learning games that *are* well designed *do* produce learning, and lots of it by and while engaging kids. While some educators refer to games as sugar coating, giving that a strongly negative connotation and often a sneer it is a big help to the Digital Natives. After all, this is a medium they are very familiar with and really enjoy.

Elementary school, when you strip out the recesses and the lunch and the in-between times, actually consists of about three hours of instruction time in a typical 9 to 3 day. 28 So assuming, for example, that learning games were only 50% educational, if you could get kids to play them for six hours over a weekend, you'd effectively add a day a week to their schooling! Six hours is far less than a Digital Native would typically spend over a weekend watching TV and playing videogames. The trick, though, is to make the learning games compelling enough to actually be used in their place. They must be *real* games, not just drill with eye-candy, combined creatively with *real* content. The numbers back this up. The Light span Partnership, which created PlayStation games for curricular reinforcement, conducted studies in over 400 individual school districts and a met analysis as well. Their findings were increases in vocabulary and language arts of 24 and 25 percent respectively over the control groups, while the math problem solving and math procedures and algorithms scores were 51 and 30 percent higher. Click Health, which makes games to help kids self-manage their health issues, did

clinical trials funded by the National Institutes of Health. They found, in the case of diabetes, that kids playing their games (as compared to a control group playing a pinball game) showed measurable gains in self-efficacy, communication with parents and diabetes self-care. And more importantly, urgent doctor visits for diabetes-related problems declined 77 percent in the treatment group. Scientific Learning's *Fast Forward* game-based program for retraining kids with reading problems conducted National Field Trials using 60 independent professionals at 35 sites across the US and Canada. Using standardized tests, each of the 35 sites reported conclusive validation of the program's effectiveness, with 90 percent of the children achieving significant gains in one or more tested areas. (Mark Jude1998)

Part Two The previous Studies

Charles W. Elio-Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers'. -

A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them.

As part of our curriculum review at NAISAK, we have identified 'reading' as a key area for development and will be included in the school's strategic development plan. With a busy timetable, teachers currently do not have enough time to listen to their children read as much as they would like to. That said, from today we have made some adjustments to the start of the day with the registration period being extended to 20 minutes, with a slightly shorter first lesson. This will allow students from across the Primary Stage to all start their day reading to either their teacher, learning support assistant, buddy or on their own. Additionally, all Primary teachers, including the Leadership Team, have new reading timetables allowing them to listen to individual readers who have been identified as needing extra support for a number of hours per week. We are hopeful that the changes made to both the students and teachers' timetables will prove impactful and will

help to accelerate reading progress across the Primary School. We will continue to update you over the coming term with further reading initiatives.

Greenfield, P. M The one question that parents have asked me more than any other in my twenty years as a teacher is: “How do I get my son or daughter to read?”

As a young teacher, I didn't really have an answer for this, probably because I didn't understand the question. Having always been a reader, I couldn't really comprehend the thought of not wanting to read or, even harder to understand, not liking the act of reading. However, over the years I have taught thousands of children and have become a parent myself. In this time I have come to learn that not every child is a reader – but every parent wants their child to be one.

It's not hard to understand why parents want this so much for their kids. Parents know that reading underpins every academic success. There are numerous studies which have highlighted the importance of reading in terms of academic achievement, but it is not the purpose of this blog to examine these studies. In general terms, the research concludes that reading improves vocabulary, comprehension and overall literacy. Readers are recognised by teachers to be better spellers and writers than non-readers. Readers score higher in reading and comprehension tests.

Readers are even said to get better jobs, with studies showing that being a reader can have a big impact on the course of a young person's life. A recent study at Oxford University which tracked 17,200 people born in 1970 found that reading enhances the likelihood that a teenager will go on to study for a degree at university. The study also found a link between reading and career success and therefore, higher incomes.

Yet as parents we all know that it is becoming increasingly difficult to get children reading. In the 21st century there are just so many other things to do, chiefly those which involve a screen. There is no argument that our teenagers are 'screenagers' as they spend a great deal of time in front of various screens: television, video games, computers and personal devices.

As the technological revolution continues to impact on society, particularly the younger generation, this is becoming an area of real concern. Patricia M.

Greenfield, an American neuropsychologist, carried out a study in 2009 about the impact of technology on learning. The study showed that whilst Generation Y's love of technology including television, video games and the Internet is developing impressive visual intelligence, this comes at a considerable cost, namely the ability to process information at a deep level. The ability to analyze and reflect, in short what teachers know as 'critical literacy', is not being developed. As visual

intelligence increases, the ability of the younger generation to absorb and understand the written word is decreasing. In order to develop reflection and critical thinking skills, the developing human mind needs ample time for reading.

So all the parents over the years who have asked me how to get their kids reading knew something important: that encouraging our children's reading is the best way to support their learning and intellectual development, and an ideal way to put them on the path to future success.

As a teacher librarian who has worked in all sorts of schools: government, independent and Catholic; single sex and co-ed; primary and secondary; I can tell you this – there are kids who are natural readers. They love reading and with them, the job is done. The *reading rules* are not necessary for those kids.

The *reading rules* are for the other kids. First of all, the rules are for the kids who don't like reading. The reasons some kids don't like reading are numerous: they may find it difficult; they may have had poor experiences with reading in the past; for many, they think it is simply 'boring

Selwyn 2009 provides a review of the recent published literature on young people, and digital technology with a particular focus on information science, education and media/ communication studies. The focus of Selwyn's review is

young people as such, it complements this review, which is focused on higher education. As with students in H.E., Selwyn shows that people's engagements with digital technologies are varied and often unspectacular. He also highlights the misplaced determinism that underpins many current portrayals of young people and digital technology. He concludes that while there is a need to keep in mind the changing life world of young people it would be helpful to steer clear of the excesses of the digital native debate. Selwyn argues that while digital technologies are associated with significant changes in the lives of young people there is no evidence of serious of break between young people and the rest of society. He also points to the wider political and ideological agendas that mentioned the digital native discourse. He comments that: there is a very real danger that if these rhetorical stories continue to be taken at face value and conflated with the realities of young people's technology use, then they can only provide an ill informed and unrealistic basis for the formation of the effective policymaking and practice (Selwyn 2009 p.367).

Authors such as Tapscott (1999, 2009), Howe and Strauss (1991, 2000), Prensky (2001a, 2001b, 2009, 2010), Oblinger and Oblinger (2005), Palfrey and Gasser (2008) and others have argued that because today's generation of young people have been immersed in a world infused with networked and digital technologies, they behave differently to previous generations. It is claimed that

they think differently, they learn differently, they exhibit different social characteristics and have different expectations about life and learning. Some have even gone further claiming that the brains of students today are ‘physically different’ (Prensky, 2001b) from earlier generations of students because of the students’ early immersion in technology. The new generation of students are said to prefer receiving information quickly, relying on communication technologies, often multitasking and having a low tolerance for lectures, preferring active rather than passive learning (see for example Tapscott 1999; Oblinger, 2003; Oblinger and Oblinger, 2005). In 2001, another term to describe this generation was introduced by Marc Prensky (2001a, 2001b), who named them ‘Digital Natives’, because he found them to be ‘native speakers’ of the digital language of computers and the Internet. According to Prensky (2001a), Digital Natives were distinct from previous generations, who he described as Digital Immigrants, and they had developed new attitudes, aptitudes, and approaches to learning.

Prensky argued that there had been a sharp generational step and that the emergence of Digital Natives led to significant changes: A really big discontinuity has taken place. One might even call it a “singularity” – an event which changes things so fundamentally that there is absolutely no going back. (Prensky 2001 p 1)

Prensky identified the entire generation with the change and suggested that the new

generation thought differently and that this generational change had been caused by a process of technological change. In his second article Prensky (2001b) also claims that the brains of Digital Natives were 'physically different' to those of previous generations because of the direct effects of digital technologies. This review does not cover this aspect of the debate but a current review of the way the brain might be affected by new technology can be found in Bavelier et al. (2010). In contrast to 'Digital Natives', those who were not born in the digital world and had adopted many of the new technologies later in life, were called the 'Digital Immigrants' (Prensky, 2001a). Unlike Digital Natives, Digital Immigrants had to learn and adapt to using emerging technologies rather than seeing them as natural tools as part of their given world. According to Prensky, no matter how well Digital Immigrants adapted to the new environment, they would retain their 'digital immigrant accent'. Prensky also expressed a concern about the profound gap he had identified between Digital Native students and the technological literacy of their Digital Immigrant tutors, and he went on to claim that this generation gap was 'the biggest single problem facing education today' (2001 p.2). The characteristics and learning preferences of Digital Native students, he argued, were incompatible with the teaching practice of their teachers. As this generation of young people entered higher education, educators would need to change their teaching approaches in order to meet the needs of the new generation of learners

(Prensky, 2001a). Students were once again the motor of change: Our students have changed radically. Today's students are no longer the people our educational system was designed to teach (2001:1).

Chapter Three

Research Methodology

3.1 Introduction

This chapter reviews the methodology of the study, including the population of the study, description of the sample, the instruments, reliability, validity and data analysis procedures.

3.2 Data Tools

The researcher will use the descriptive analysis, qualitative and quantitative methods by virtue of a questionnaire and observation which will be used according to the (grounded theory) as data gathering tools to verify the hypotheses and to find out answers to the research.

The researcher will use the statistical package for social sciences (SPSS) namely; the searcher focuses on percentages and frequencies.

3.3 Population and Sample of the study

The population of the study are the English teachers from different Sudanese schools and universities, it was consist of 30 teachers who came from different schools to study in the a college of high studies MA, at Sudan University.

3.4 Instruments of Data Collection

The questionnaire, interview and observation have adopted as primary tools for collecting data for the purpose of the main study. Both of them will be designed in the (Appendix).

3.4.1 Teachers' Questionnaire

The questionnaire was distributed to teachers. The questionnaire included the topic of the research using (5)-point scale (strongly agree, agree neutral, disagree, and strongly disagree). The statements are about Exploring the Technological Gap Between Teachers and Students of AlphaGeneration in English Language Education Focuses in Teaching and Learning Process the questionnaire has been designed as a tool for collecting information about the challenges in educating the Alpha generation. The questionnaire includes(9) statements given to (30) Sudanese English teachers from different schools representing different areas of Sudan. The responses to the questionnaire were given to the proficient in statistics in which the findings were put in the tables of analysis.

3.4.2 Observations and Interview

Observations and interview have taken place in Montessori school and El-Manar kindergarten, in which the researcher used the Grounded theory. In this part the searcher used grounded theory to prove the data.

The Grounded theory is one of the theory uses by the researchers in order to improve their researches by strong points and facts. The theory was developed by two sociologist , Barney Glaser and Anselm Straus their collaboration in research

on dying hospital patients led the to write “ Awareness of dying in 1965 , in this research they developed the constant comparative method, later known as Grounded Theory Method

Applying this data was done through an observation, conversation and interview. After each bout of data collection the searcher noted down the issue and then reported it down.

Using the Grounded theory in an interview took place in Montessori International Schools and Kindergartens and El-Manar kindergarten.

To get more go to the written report in chapter four.

3.5 Validity and Reliability of the Questionnaire

Before putting the questionnaire in the final draft, it was distributed to be judged. It was judged at Sudan University by Dr. Montasir, Dr Helary and Dr. Tag Elsir Bashum. So in the light of their comments, the questionnaire was put in its final draft. Therefore the study used the statistical package for social science to analyze the data collected. Therefore, the results are obtained as follows:

$$\text{Val} = \sqrt{\text{reliability}}.$$

$$\text{Reliability} = 0.84.$$

Validity = 0.71

3.6 Data Analysis Procedure

The researcher used the SPSS programme for the analysis of data, this was made for the teachers' questionnaire. For the interview and observation the researcher stayed with the children in their kindergarten and kept observing, so due to the observation that the researcher made and topics were held between the researcher and teachers, the researcher wrote his report according to the grounded theory.

3.7 Summary

This chapter has drawn the road map for the study. It will describe the different aspects of the research (population, sample, tools and etc.). It also describes in details the questionnaire and procedures for data analysis.

It as well describes the observation and interview in details using Grounded theory reporting.

Chapter Four

Data Analysis and Results

4.1 Introduction

This chapter is concerned with data analysis, results and the interpretation of the results on the basis of research questions and hypotheses. In discussing these results, statistical figures in terms of frequencies and percentages were reported for each variable of the study.

The results of data were analyzed, tabulated, presented and discussed.

The variables were discussed within the results obtained from the computer treatment of the data .

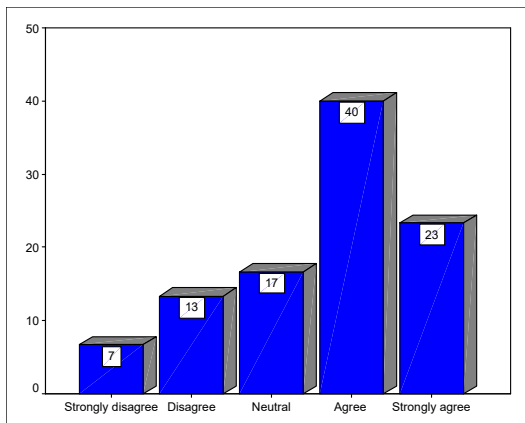
Finally, the hypotheses were tested according to these results. The final results were set for further comments and recommendations. The tools of data collection used in the present study were designed to measure the main variable of the study.

4.2 Analysis of The Questionnaire

Table (4.1) all teachers are in need to be better than their students technologically.

valid	Frequency	Percent(%)
Strongly disagree	2	6.7
Disagree	4	13.3
Neutral	5	16.7
Agree	12	40.0
Strongly agree	7	23.3
Total	30	100.0

Fig (4.1) all teachers are in need to be better than their students technologically.



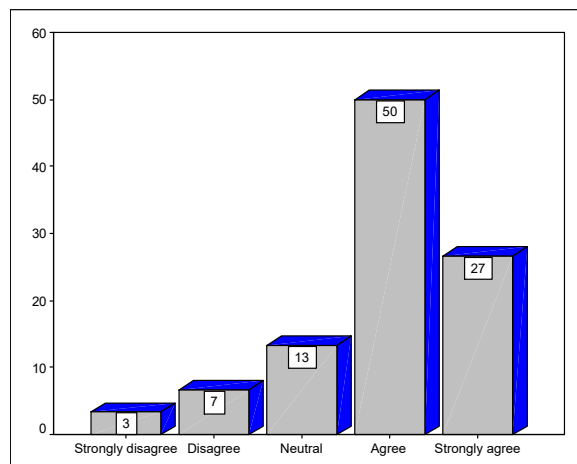
Results in table (4.1) and Figure (4.1) above explain that respondents have pointed that high percentage in agree and strongly agree are exemplified “(40% , 23.3%), respectively are high ,so the highest percentage is going to positive

direction of the statements and the majority answers are (63%), so are agreeable. Therefore this (hypothesis that all teachers are in need to be better than their students technologically) is successfully achieved.

Table (4.2) Their educational standard enables them to deal with any smart device that the Alpha students deal with

valid	Frequency	Percent(%)
Strongly disagree	1	3.3
Disagree	2	6.7
Neutral	4	13.3
Agree	15	50.0
Strongly agree	8	26.7
Total	30	100.0

Fig (4.2) Shows that the educational standard of the Generation Alpha enables them to deal with any smart device that the previous gen couldn't deal with in writing.

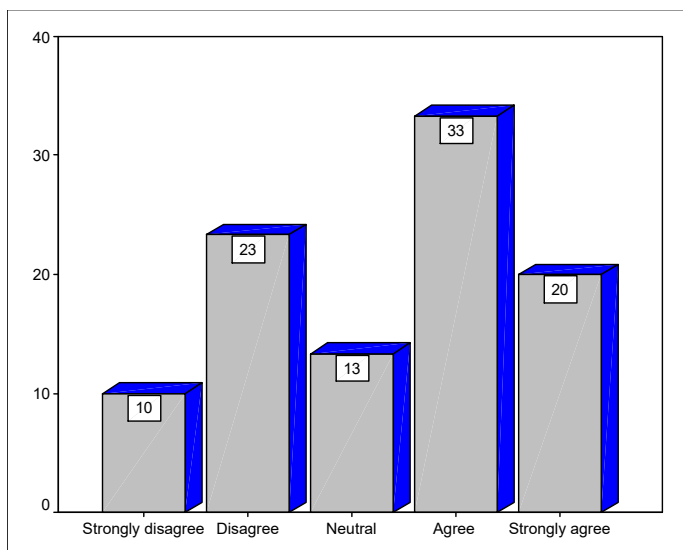


Results in Table (4.2) and Figure (4.2) above explain that respondents have pointed that; high percentage was in agree and strongly agree are exemplified “(50% , 26.7%), respectively are high ,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable by (76.7%). While the lowest are disagreeable by (10%). Therefore this hypothesis (alpha generation is the smartest of all generations so they have the highest educational standard in writing) is successfully achieved

Table (4.3) the learning process should usually be updated.

valid	Frequency	Percent(%)
Strongly disagree	3	10.0
Disagree	7	23.3
Neutral	4	13.3
Agree	10	33.3
Strongly agree	6	20.0
Total	30	100.0

for the Fig (4.3) the learning process should usually be updated for the



Results in table (4.3) and Figure (4.3) above explain that respondents have pointed that high percentage in agree and strongly agree are exemplified “(33.3% , 20) respectively are high ,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable by (53.3%). Therefore this hypothesis (the learning process should usually be updated) is successfully achieved

Table (4.4) Illustrates the mean and stander deviation , Chi-Square , degree of freedom and p.value of answering the Statements.

<i>Statement</i>	<i>Mean</i>	<i>STD</i>	<i>Ch2</i>	<i>DF</i>	<i>p.value.</i>
1- . all teachers are in need to be better than their students technologically.	3.60	1.19	9.66	4	0.00

2 Their educational standard enables them to deal with any smart device that the Alpha students deal with.	3.90	0.99	21.66	4	0.00
3 the learning process should usually be updated for the.	3.30	1.32	5.00	4	0.00

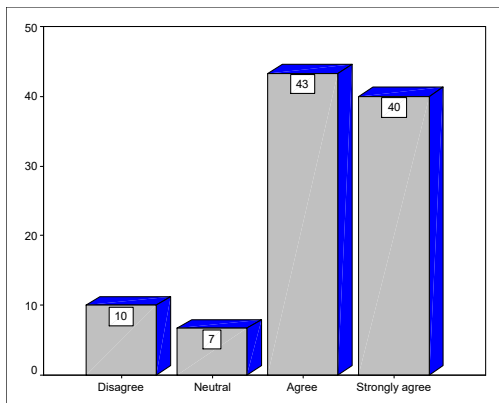
The above table indicated the mean, standard deviation, Chi-Square, degree of freedom and p.value. Regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (1.32 to 0.99) The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this showed that the answers were in the positive direction. This was in line with what has been stated in the hypothesis one.

A-2. The Alpha students (Digital Native) generation is interactive with the technology than the previous methods.

Table (4.5) . Technology should be the first step for any educational institution.

valid	Frequency	Percent(%)
Disagree	3	10.0
Neutral	2	6.7
Agree	13	43.3
Strongly agree	12	40.0
Total	30	100.0

fig (4.4)Technology should be the first step for any educational institution.

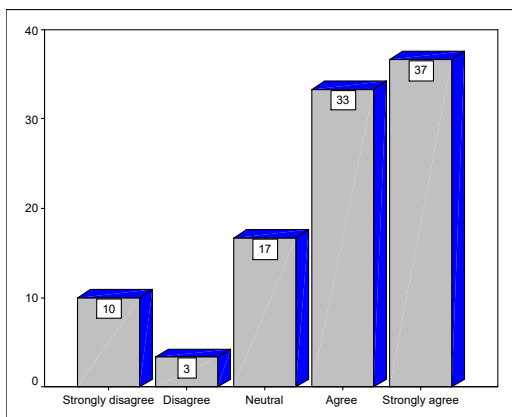


Results in table (4.5) and Figure (4.4) above explain that respondents have pointed that high percentage in agree and strongly agree are exemplified “(43.3% , 40%) respectively are high ,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable by (83.3), and the minority answers are disagreeable by (10%). Therefore this hypothesis (Technology should be the first step for any educational institution), is successfully achieved.

Table (4.6) Alpha cares to learning when it's technologically supported.

valid	Frequency	Percent(%)
Strongly disagree	3	10.0
Disagree	1	3.3
Neutral	5	16.7
Agree	10	33.3
Strongly agree	11	36.7
Total	30	100.0

Fig (4.5) Alpha cares to learning when its technologically supported

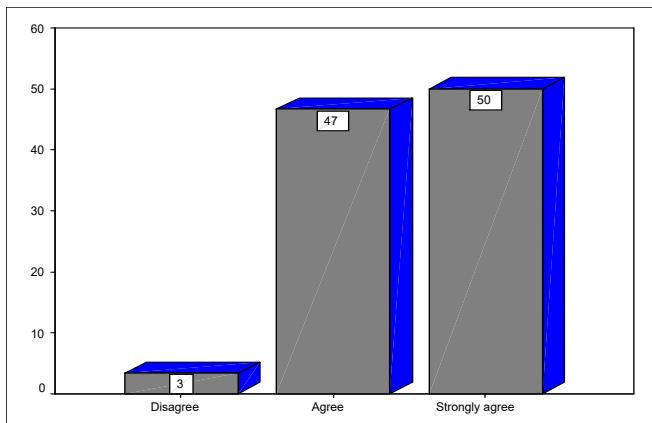


Results in table (4.6) and Figure (4.5) above pointed that respondents were pointed that, high percentage in strongly agree and agree are exemplified “(36.7% , 33.3%) respectively are high ,so the highest percentage is going to positive direction of the statements and most answers of the study sample are agreeable by (70%), and the minority answers were disagreeable by (13.3) . Therefore this hypothesis (Alpha cares to learning when its technologically supported) is successfully achieved.

Table (4.7) All teachers and caregivers should master the way dealing with the technological devices

valid	Frequency	Percent(%)
Disagree	1	3.3
Agree	14	46.7
Strongly agree	15	50.0
Total	30	100.0

Fig (4.6)All teachers and caregivers should master the way dealing with the technological devices



Results in table (4.7) and Figure (4.6) above pointed that respondents were pointed that high percentage in strongly agree and agree are exemplified “(50% , 46.7%) respectively are high ,so the highest percentage is going to positive direction of the statements and most answers of the study sample are agreeable by (96.7) while the least are disagreeable by (3.3).

Therefore this hypothesis (all teachers and caregivers should master the way dealing with the technological devices) is successfully achieve

2-Alpha generation interacts too much with technology

Table (4.8)

Illustrates the mean and stander deviation and Chi-Square and degree of freedom and p.value of answering the Statements.

<i>Statement</i>	<i>Mean</i>	<i>STD</i>	<i>Ch2</i>	<i>DF</i>	<i>p.value.</i>
4 . Technology should be the first step for any educational institution.	4.13	0.94	3	3	0.00
5.Alpha cares to learning when its technologically supported	3.83	1.26	4	4	0.00

6.All teachers and caregivers should master the way dealing with the technological devices.	4.43	0.68	2	4	0.00
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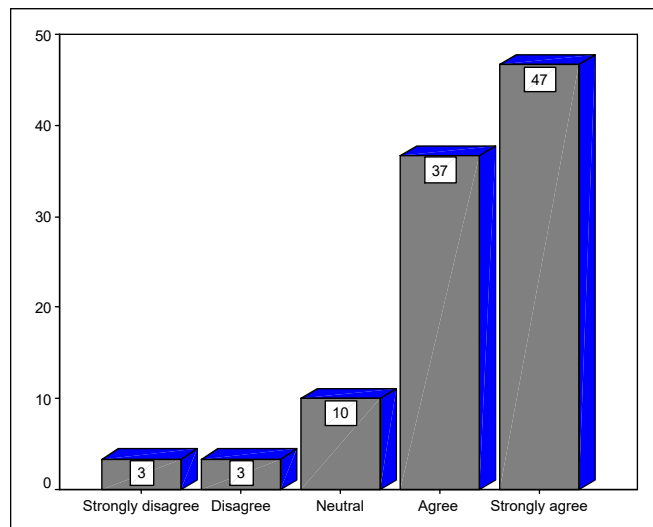
The above table indicated the mean , standard deviation, Chi-Square ,degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (1.26 to 0.68) The difference between the highest standard deviation and lowerst is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this show that the answers are in the positive direction .this is in line with what has been stated in the hypothesis

3. The use of IT adds great Values and challenges in the term of learning process.

Table (4.9) the use of IT is consider to be valuable in reading for the Alpha generation.

valid	Frequency	Percent(%)
Strongly disagree	1	3.3
Disagree	1	3.3
Neutral	3	10.0
Agree	11	36.7
Strongly agree	14	46.7
Total	30	100.0

Fig (4.7)) anyone who needs to be influential in the society, and gains good knowledge should master the IT.

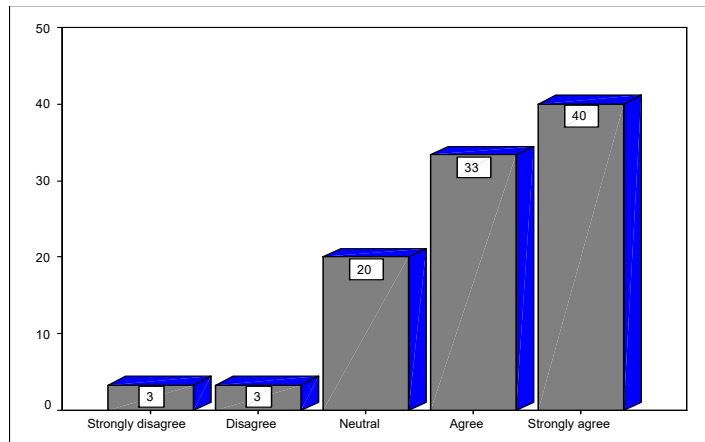


Results in table (4.9) and Figure (4.7) above pointed that respondents were pointed that, high percentage in strongly agree and agree are exemplified by“(46.7% , 36.7%) respectively are high ,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable by (83.4%), while the minority answers were disagreeable resulted in (6.6%) Therefore this hypothesis (anyone who needs to be influential in the society, and gains good knowledge should master the IT.) is successfully achieve

Table (4.10) anyone who needs to be influential in the society, and gains good knowledge should master the IT.

valid	Frequency	Percent(%)
Strongly disagree	1	3.3
Disagree	1	3.3
Neutral	6	20.0
Agree	10	33.3
Strongly agree	12	40.0
Total	30	100.0

Fig (4.8) Anyone who needs to be influential in the society, and gains good knowledge should master the IT.

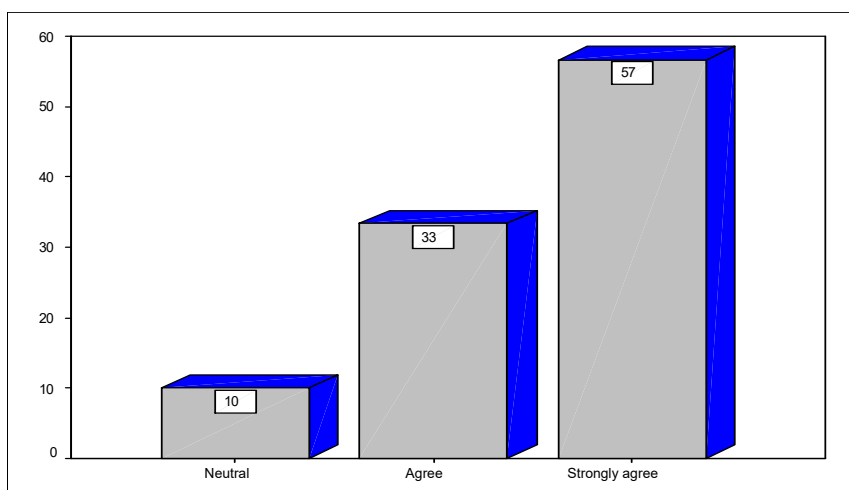


Results in table (4.10) and Figure (4.8) above demonstrated that respondents were have pointed that high percentage in strongly agree and agree are exemplified “(40% , 33.3%) respectively are high ,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable resulted in (73.3%), and the minority were disagreeable which resulted in (6.6%). Therefore this hypothesis (anyone who needs to be influential in the society, and gains good knowledge should master the IT) is successfully achieved

Table (4.11) the institution should use IT in Its learning system in order to be distinguished form the others.

valid	Frequency	Percent(%)
Neutral	3	10.0
Agree	10	33.3
Strongly agree	17	56.7
Total	30	100.0

fig (4.9) The institution should use IT in Its learning system in order to be distinguished from the others.



Results in table (4.11) and Figure (4.9) above demonstrated that respondents were sample study, and pointed that high percentage in strongly agree and agree are exemplified “(56.7% , 33.3%) respectively are high ,so the highest percentage is going to positive direction of the statements and majority answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

3. The use of IT adds great Values and challenges in the term of writing and learning gains.

Table (4.12)

Illustrates the mean and stander deviation and Chi-Square and degree of freedom and p.value of answering the Statements.

Statement	Mea n	STD	Ch2	DF	p.valu e.
1. the use of IT is consider to be valuable in writing for the Alpha generation.	4.20	1.00	24.66	4	0.00
2. Anyone who needs to be influential in the society, and gains good knowledge should master the IT.	4.03	1.03	17.00	4	0.00
3. The institution should use IT in Its learning system in order to be distinguished from the others.	4.47	0.68	9.80	2	0.00

The above table indicated the mean , standard deviation, Chi-Square, degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements

are in positive direction and show that the standard deviation ranges from (1.09 to 0.75) The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this show that the answers are in the positive direction .this is in line with what has been stated in the hypothesis.

4.3 Report on the Interview and Observations

4.3.1 Introduction:

In this part the searcher used grounded theory to prove the data.

The Grounded theory is one of the theory uses by the researchers in order to improve their researches by strong points and facts. The theory was developed by two sociologist , Barney Glaser and Anselm Straus their collaboration in research on dying hospital patients led them to write ‘’ Awareness of dying in 1965 , in this research they developed the constant comparative method, later known as Grounded Theory Method .

Applying this data done through observation, conversation and interview. After each bout of data collection the searcher note down the issue.

Using the Grounded theory in an interview took place in Montessori International Schools and Kindergartens with Miss Naima, the researcher got the following:

Researcher: Miss Naima can you tell me about the children here and their ages?

Miss : they are group of the two genders with different ages, and the ages in our Kg are from 2 to 6 who are divided to three levels. Kg zero from 2-3 years old, Kg one from 3-4 and Kg two from 4-5.

Searcher: how do you treat or deal with children in Kg zero?

Miss: we first teach them the letters in song and orally because they cannot write in this age of 2.

Example of some letters in song :

A, for apple B, for board

C, for a cat D, for the dog ...etc

Searcher: Do you have a time table for the lessons?

Miss: No, we usually teach them according to their mood or what they like doing, for instance if they want to eat, we make the lesson about the food and give them more information about that.

The searcher: How long do you spend for the letter to be memorized?

Miss: They usually need from 5-7 days for one letter to be memorized.

The searcher: What subjects do you teach them?

Miss: The way we treat and teach them is that:

- 1- Give them Quran for 20 minutes daily, we let them sit in one group the teacher starts reading up and they repeat after the teacher. We actually divide the verses into small parts, to be so easy for the children to memorize, they also spend about 5 days in one verse.
- 2- Health, we also give the prophet Health the understand it quickly and well.
- 3- They also learn about foods, drinks and what they say before going to bed.
- 4- They also learn the Arabic letters with punctuations, this is given to Kg one 4 years old, they learn the letters through pictures so as to understand them well. The teacher ask the child to come and write the letter on the board, they enjoy doing so.

4.3.2 The searcher's report:

The materials they use for teaching their kids are: sand, mud and clay as natural materials, and also some of the modern materials like smart screens, music players and computers to attract the children and let them love the environment, the

children are very clever and know many information and can easily use the smart devices such as phones, I pads and computers. They know more about animals and insects' names and their types.

In another interview with Ms. Mawda at El-Manar Kindergarten she said “ my child watches Almarifa TV channel and he really gets more information from that channel, he even knows a lot of animals' names and types like frog the name of it when it's small and the other names when it grows up and also all the types of it.

In Elmanar their students' ages start from one year up to 6 .

Children express their feelings and ideas by using words or signals for 3years children, some of them are able to express what happens to them, for instance if he /she feels headache or stomached can easily say Mammy head and so. Or just sign or point the head or stomach or any part of the body which hurts, and this is the point which Jane Piaget mentioned and said that: " If the child is upset can not name the problem without the help of parents or caregivers " but the searcher found it possible according to the observations he made at Elmanar centre and the information he got from Ms. Mawda who says " this generation is actually different from the ancient generation it's cleverer and quicker in doing anything"

Jane Piaget in his second stage the preoperational thought mentioned that: " children of this stage still don't recognize that some logical processes can be

reversed". But the searcher in his visitation to Elmanar K.G found out that it is very easy to make such logical process or the reversed process. For instance when Ms. Mawada asked one of the children about the number 5 when she put 5 pencils on the desk, and after that she took 2 out of them and asked the child about the new number his answer was three, then she asked him again about how to make them five again, then the child surprisingly took the other two pencils and put them with the three ones with a nice smile in his face.

Then from this experiment the searcher knew that the Alpha Generation is outstanding and more intelligent than Piaget's thought, they are very smart and different.

Piaget also in the same stage of the preoperational thought mentioned that "the child in this stage doesn't know the right description. For instance he/she describes a person with the short hair as little hair". But according to the searcher's investigation in this point was totally different he noted that the matter is not the same for the alpha Gen they can easily use the right description they often use the right word in the right place, this gen is very intelligent and aware of everything .

In El-manar kindergarten the 3-5 years use computers and smart phones unbelievably, they have very good ways in teaching their children, the child even knows what does he want to be in the future means knows the majors since the

early of their ages she adds in this point ‘’ when she asked one of the children one day about what he wants to be when he grows up, he answered by saying now I have a lot of money but I don’t know what to do, it means that he wants to be a businessman but doesn’t have an idea about it. So the Ms. And the administration led him to a nearest company and dressed him like a businessman and seated him in the manager’s office, after that they told him more about it’’

The searcher thinks such ways are useful for the children to grow up in certain direction knowing what to do since their childhood.

But she mentioned that schools are against what they do, the schools and their teachers are supposed to continue such projects but unfortunately destroy it by very bad treatments to the students and this is a real problem.

4.3.3 Children’s activities and skills:

The searcher noticed that the Alpha Gen are skilful in using mud, clay and sand to make many kinds of things and shapes like animals, insects’ and even cars and bicycles’. They are really amazing in this side.

The activities they use , for boys they like to play football, ride bicycles and also they usually like running and playing judo on the sand.

One of the most things they do is to imitate the spider man's character which they see on the TV.

But for the girls things are different, they usually like to play with dolls, toys, and also like to learn cooking like what their mothers do at home. In facts they spend a very interesting time in the Kindergarten with their mates and teachers as well (Ms. Mawda 2016, El-manar Kindergarten, Umdorman Asabeal).

4.3.4 The Environment and Child interaction:

Report

The searcher asked Ms. Mawada about how do they interact the children and make them love the centre or KG more than their homes despite of the amount of devices and plays they get at home? She answered ‘’ You know it depends on the environment of the centre, when it's good and attract the child with its tools, teachers' treatment and the most important are the other children who are suppose to be with them in the same place. As you see here we try to use some of the devices such as computers, projectors, smart screens and some of the musical instruments and also a yard for playing, so such things are capable in making the

child love the environment where he /she learns. Even the parents sometimes say that the children prefer the KG more than homes. Also our caregivers and teachers are qualified enough to dealing with the matter, they have good experience in this field.

Children also like colours. When they are happy they use some kinds of colours like the green, blue and yellow, and when they are unhappy they use tar (dark) colours. So this act can easily lead you to understand their inner feelings, and this is a psychological side. (Mawda 2016).

4.3.5 A variation based on action research: (researcher's idea)

I research my own practice as educator, facilitator and consultant. The method I used were developed until recently entirely independently of grounded theory. I wasn't familiar with its literature. When I did eventually start to read that literature I was pleased at the way it leads the searcher to act and be with the samples as long as he/she can.

4.4 Discussion

This study will prove the hypothesis that " The Alpha Generation of learners will surpass (overstep) the previous generations' expectations of educational standards. And also, gives answers to the following questions.

4. **Question (1** How far the technological gap between teachers and the Alpha students affects the teaching process?

B- Hypothesis1 The technological gap between teachers and Alpha students (digital native) affects the teaching process.

Statement (1. all teachers are in need to be better than their students technologically.

The respondents' answers in connection with the statements above were:

Strongly agree by (23.3%), agree by (40.0%), neutral by (16.7%), disagree by (13.3%) and strongly disagree by (6.3%). The above percentages indicate that all teachers are in need to be better than their students technologically.

Therefore they should be the smartest of all generations so they have the highest educational standard, as it was shown in table(4.1) and figure (4.1).

Statement (2): . Their educational standard enables them to deal with any smart device that the Alpha students deal with.

When respondents were asked about the statement above, majority of them answered by agree(50.0%) , strongly agree by (26.7%), neutral by (13.3%), disagree by (6.7%) and finally strongly disagree by (3.3%).

Thus the percentage above point out that, Their educational standard enables them to deal with any smart device that the Alpha students deal with. See table (4.2) and figure (4.2).

Statement (3): . The learning process should usually be updated for the students to be persuaded.

Based on the teachers' responses on the same statement above which indicates to these results: agree by (33.3%), strongly agree by (20.0%), neutral (13.3%), disagree by (23.3%) and strongly disagree by (10.0%). This positively shows that: the learning process should usually be updated for the students to be persuaded. Table (4.3) and figure (4.3).

Question2: To what extent the Alpha Generation (digital native) is interactive with the technology than the previous methods?

A-Hypothesis2: The Alpha students (Digital Native) generation is interactive with the technology than the previous methods.

Statement (1): . Technology should be the first step for any educational institution. According to what the responses refer to in the above statement as shown: agree by (43.3%), strongly agree by (40.0%), neutral (6.7%), disagree by (10.0%) and strongly disagree by (0.0%), technology should be the first step for any educational institution. Table (4.5) figure (4.4).

Statement (2): Alpha cares to learning when it's technologically supported.

When respondents were asked about their points of view for the statement above their responses were given as: : agree by (33.3%), strongly agree by (36.3%), neutral (16.7%), disagree by (3.3%) and strongly disagree by (10.0%) the clearly the idea that Alpha cares to learning when it's technologically supported. Table (4.6) figure (4.5).

Statement (3) All teachers and caregivers should master the way dealing with the technological devices.

According to the responses given by the teachers it was found that frequencies of agreement had gotten the highest responses as follow: that : agree by (46.7%), strongly agree by (50.0%), neutral (0.0%), disagree by (3.3%) and strongly disagree by (0.0%). This result confirmed that, all teachers and caregivers should master the way dealing with the technological devices. Table (4.7) figure (4.6).

Question (3): What values and challenges does the use of IT add in the term of learning process?

Hypothesis (3): The use of IT adds great values and challenges in the term of learning process.

Statement (1): The use of IT is considered to be the value of learning for the Alpha generation.

According to the respondents' answers of the statement above in which their responses were as follow: agree by (36.7%), strongly agree by (46.7%), neutral (10.0%), disagree by (3.3%) and strongly disagree by (3.3%) means that, the use of IT is considered to be the value (significance) of learning for the Alpha generation. Table (4.8) figure (4.7).

Statement (2): Anyone who needs to be influential in the society, and gains a good knowledge should master the IT.

When the teachers were asked about the statement above most of their answers indicated to an agreement as follow: : agree by (33.3%), strongly agree by (40.0%), neutral (20.0%), disagree by (3.3%) and strongly disagree by (3.3%) what means that, Anyone who needs to be influential in the society, and gains a good knowledge should master the IT. Table (4.10) and figure (4.8).

Statement (3): The institution should use IT in its learning system, in order to be distinguished from the others.

Based on the responses of the teachers on the statement above, which were as follow: agree by (33.3%), strongly agree by (56.7%), neutral (10.0%), disagree by (0.0%) and strongly disagree by (0.0%). This clearly shows that, The institution should use IT in its learning system, in order to be distinguished from the others. Table (4.11) figure (4.9).

4.5 Discussion in the Light of Results

A- Hypotheses one: The technological gap between teachers and Alpha students (digital native) affects the teaching process, offers answer for the questions below.

5. **Question one:** How far the technological gap between teachers and the Alpha students affects the teaching process?

Statements 1,2 and 3 were phrased to read out whether the technological gap between teachers and Alpha students (digital native) affects the teaching process or not. With the statements (agree and strongly agree), was supposed to show the possibility for the technological gap between teachers and Alpha students (digital native) affects the teaching process

The results from the above statements made clear that the technological gap between teachers and Alpha students (digital native) affects the teaching process According to the table (4.4). This indicates that the above statement are highly reliable.

The interpretation of the above statements, and statistical results led to a conclusion that, The technological gap between teachers and Alpha students (digital native) affects the teaching process. The acceptance of the above hypotheses was consolidated by the findings of the teachers. Table (4.1),(4.2) and (4.3).

Hypotheses two: The Alpha students (Digital Native) generation is interactive with the technology than the previous methods.

Question Two: To what extent the Alpha Generation (digital native) is interactive with the technology than the previous methods?

According to the statements 4,5,and 6 which designed to find out whether Alpha Gen interacts with technology or not, the respondents provided positive answers to the statements as (agree and strongly agree). This shows the suitability of using technology in educating the Alpha Gen.

According to the table (4.8) the results indicated that the above statements were highly reliable. The interpretation to the statements above led to conclusion that Alpha Gen should better be taught by the use of technological devices. The acceptance of the hypothesis was consolidated by the findings of the pointed generation. Tables (4.5),(4.6) and (4.7).

Hypothesis three: The use of IT adds great values and challenges in the term of learning gains.

Question three: What values and challenges does the use of IT add in the term of learning process?

Statements 7,8 and 9 were designed to elicit whether the use of IT adds great values and challenges in the term of learning process or not. The respondents provided positive answers as (agree and strongly agree) that means the use of IT adds great values and challenges in the term of learning gains. According to table (4.12) the results showed that the above statement were reliable.

The interpretation of the statements and statistical results led to a conclusion that, the use of IT adds great values and challenges in the term of learning process. The acceptance of the above hypothesis was consolidated by the findings pointed generation and teachers, according to the tables (4.9),(4.10) and (4.11).

4.6 Summary of the Chapter

The chapter discussed the qualitative and quantitative data collected by the research instruments. The discussion of the data aimed at providing answers to the research questions and testing the hypotheses of the study. These results were accepted as positive results in the light of teachers' questionnaire and children's observations.

Chapter Five

Findings, Recommendations, Summary and Conclusion

5.1 Introduction

The previous chapter includes the analysis of data collection and results. This chapter will summarize these results and propose some recommendations.

5.2 Findings

The study is proposed for exploring the Technological Gap Between Teachers and Students of AlphaGeneration in English Language Education Focuses in Teaching and Learning Process. A descriptive study was carried out and the results are analyzed and discussed in relation to the hypotheses show the following findings resulted from the study.

A- 1- The technological gap between teachers and Alpha students (digital native) affects the teaching process.

2-The Alpha Gen interacts too much with technology.

3-The use of IT adds great values and challenges in the term of learning process.

5.3 Recommendations

In the light of results mentioned above the researcher recommends the followings:

1. School teachers should take into account the importance of using IT devices in teaching process.
2. Educational institutions should update their teaching materials to convoy the era.
3. The technological devices that use in teaching should be interactive.
4. The Alpha generation of learners should surpass the previous generations' expectations of educational standards by the teachers help.

5.4 Suggestions For further Research

The researcher suggest the following as potential areas for research. These suggestions are based on findings and conclusion of the study;

1. The necessity of using technological devices in the educational institutions.
2. The need of updating teachers' abilities in using smart devices.
3. The necessity of diversifying the teaching techniques to go with Alpha Generation's thoughts.

5.5 Summary

After data analysed and the final result revealed the researcher used the statistical package for social sciences (SPSS) namely the researcher focussed on percentages and frequencies.

As well the researcher used the Grounded theory for the observations and interview which were held in Montessori and El-manar Kindergarten.

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14. John T. Bruer, *The Myth of the First Three Years*, The Free Press, 1999, p. 155.

Appendix

This questionnaire is for Exploring the Technological Gap Between Teachers and Students of AlphaGeneration in English Language Education Focuses in Teaching and Learning Process.

(Alpha Gen are the children who were born in 2010 to the recent date)

Teachers' questionnaire:

Statements	Strongly agree	agree	neutral	disagree	Strongly disagree

C- The technological gap between teachers and Alpha students (digital native) affect the teaching process.

1 . all teachers are in need to be better than their students technologically.					
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2 . Their educational standard enables them to deal with any smart device that the Alpha students deal with.					
3 .the learning process should usually be updated for the students to be persuaded.					

D- The Alpha students (Digital Native) generation is interactive with the technology than the previous methods.

4 . Technology should be the first step for any educational institution.					
5 . Alpha cares to learning when it's technologically supported.					
6 . All teachers and caregivers should master the way dealing with the technological devices.					

E- The use of IT adds great values and challenges in the term of learning process.

7. The use of IT is considered to be the value of learning for the Alpha generation.					
8 . Anyone who needs to be influential in the society, and gains a good knowledge should master the IT.					
9. The institution should use IT in its learning system, in order to be distinguished from the others.					