Investigating the Influence of on-line Listening Tools on Improving English Language for EFL Learners

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ABSTRACT

This paper aims at highlighting the role of using on-line listening tools in improving English language for EFL learners. It discussed different methods which help EFL learners to improve their English language. The researcher used the descriptive and analytical method in the study. The data of the study was collected by the use of a questionnaire which was addressed university teachers in Sudan University of Science and Technology who represented the sample of the study. The respondents of the study were 50 English teachers. The data which obtained was analyzed by using (SPSS) Statistical Package for Social Science.

The main finding of the study revealed that most of the teachers have positive attitudes towards the use of on-line listening tools in improving English language for EFL learners. Also it showed that the majority of teachers lack of technology skills and knowledge in addition to support which enable them to use these tools. The researcher recommended that teachers need to be in constant contact with new techniques and materials. She also recommended that technology should be an integrated part of the whole learning and teaching environment and the educational institutions should put educational changed on the top of its agenda. Finally researcher recommended the use of technology implies the use of new strategies in teaching.

Keywords: Online listening- Questionnaire- Improvement- Technology- Integrating.

المستخلص:

هدفت هذه الورقه لتوضيح دور وسائل الاستماع عبر الانترنت فى تحسين اللغه الانجليزيه للدارسين لها كلغه اجنبيه. وقد ناقش الباحث عدة وسائل تحسن من لغة المتعلم. استخدم الباحث فى هذه الدراسه المنهج الوصفى التحليلى. تم جمع معلومات البحث عن طريق الاستبيان والذى صمم لجمع المعلومات من اساتذة اللغه الانجليزيه بجامعة السودان للعلوم والتكنالوجيا (كحالة دراسه) وهم يمثلون عينة الدراسه. كان عدد المشاركين فى هذه الراسه 50 معلما للغه الانجليزيه. استخدم الباحث برنامج الحزم الاحصائيه للعلوم الاجتماعيه لتحليل بيانات هذه الدراسه والمعروف اختصارا ب (SPSS). تشير اهم نتائج البحث الى ان معظم معلمى اللغه الانجليزيه لهم اتجهات ايجابيه نحو استخدام وسائل الاستماع عبر الانترنت لتحسين اللغه الانجليزيه. معظم المعلمين يفتقرون الى الدعم, المعرفه والمهارات التى تمكنهم من استخدام التقنيات الحديثه. وقد اوصى الباحث بضرورة المام المعلمين بطرق استخدام الوسائل والتقنيات الحديثه. كما اوصى الباحث بضرورة دمج التقنيه الحديثه فى البيئه التعليميه ككل وان تكون التغيرات الحديثه من اولويات المؤسسات التعليميه . واخيرا اوصى الباحث لكى يسهل دمج التقنيات الحديثه يجب استخدام استرتيجيات جديده فى التعليم.

الكلمات الرئيسيه: الاستماع عن طريق الانترنت –استبيان– تحسين –تقنييه–دمج.

INTRODUCTION

It is impossible to expect an EFL learner to produce a natural sentence using the stress, rhythms and the intonation of native speaker without first providing him/her with a model of the form he/she is to produce. It is not possible to produce satisfactorily what one has not heard. In order to develop oral ability students will need models: that is, samples should sound like real people talking (Byrne, 1988). The students may not be able to understand ordinary colloquial English as used by NSs (native speakers). In this case the aim would be creation of familiarity not only with the phonological characteristics of speech but also with vocabulary and grammar typical of this style of discourse. El-Araby, (1974:42) puts it as follows: "Good speech production depends on careful listening to native speakers or recorded models of their speech".

With the development of information technology, teaching and learning with Internet resources becoming a trend in foreign language teaching environments. According to Warshauer et al, (2000), there are five reasons to use Internet for English teaching: authenticity, literacy, interaction, vitality and empowerment. In terms of authenticity the authors stated "language learning is most successful when it takes place in authentic, meaningful contexts" (p.7). Another reason for using the Internet for language teaching is literacy, as the Internet offers opportunities for students to develop their abilities of listening, speaking, reading, writing, communicating, researching and publishing (p.7). Interaction is additionally important reason why English teachers should use the Internet in their teaching. It provides students with opportunities to interact with native speakers and non-native speakers around the world (p.7). For vitality, the fourth reason for using the Internet, "the Internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real life needs" (p.7). Lastly, regarding empowerment, the Internet allows teachers and students to empower their teaching and learning. The Internet offers them chances to become "autonomous lifelong learners" (p.7-8).

This study has raised two questions:

1- What are the benefits of on-line listening for EFL learners?

2- To what extend on-line listening is difficult to be involved in Sudanese teaching and learning?

The researcher has raised two hypotheses to investigate the importance of on-line listening in Sudanese teaching and learning by answering the questions of this study as follows:

1- There are lots of benefits of on-line listening for EFL learners.

2. There are some difficulties preventing on-line listening to be involved in Sudanese teaching and learning.

2- Objectives of the Study

This study aims at investigating the importance of on-line listening for EFL learners and the huge benefits that teachers and learners can produce to develop their language. It is also intended to help and open Sudanese teachers and policy makers' eyes to see the benefits that Sudanese EFL learners can have from on-line listening resources inside and outside the classroom. Moreover, this study aims to investigate the difficulties and obstacles preventing on-line listening resources to be involved in Sudanese teaching and learning.

3- Literature Review
Listening Skills

Listening as you know, is the skill of understanding spoken language. Listening is the act of hearing. It involves understanding the speaker's accent or pronunciation, speakers grammar and vocabulary and comprehension of meaning (Saricoban, 1999). Listening is an essential skill, present in most of the activities we carry out throughout our lives, (Lindsay & Knight, 2006: 45) state: " We listen to wide variety of things, for example, what one says during conversation, face to face or on the telephone, announcements giving information, for example at an airport or railway station, the weather forecast on the radio, a play on the radio, music, a lecture, a tape dialogue in class, etc). The aim of teaching listening comprehension is to help learners of English cope with listening in real life, but there is a large variety of different types of listening in real life. Listening skill in learning a language, no matter whether first or second, is so important and essential. Rivers (1966: 196) claims " speaking does not of itself constitute communication unless what is said is comprehended by another person. Listening competence is wider than speaking competence. This is the reason why, recently, the language teaching profession has brought into focus on listening comprehension (Morley, 1972). Additionally authentic listening materials can be manipulated to stimulate speaking ability, for instance, by asking students to give short oral summaries of interesting listening materials from stories, poetry, movies, conversation, etc. These authentic materials will provide and familiarize students with different varieties of English.

Extensive Listening

Waring (2010) states in extensive listening, students often listen for pleasure. Extensive listening, is listening without being constrained by pre-set questions or tasks. According to Howat and Dakin (1974:94) extensive listening practice serves two different purposes. Firstly, it gives the leaner plenty of opportunity to develop listening skill in as natural a way as possible. The learner will be following the meaning of the listening passage, because he/she is interested in the information in it. It also helps in representation of already known material in a new environment. The advantages of exposing the learners to the old material in this way is that they see it in action in a genuine, natural environment rather than in the classroom context in which it was probably first presented. Secondly, it can serve the function of letting the students hear vocabulary items and structures which are yet unfamiliar to them. In this way there is unconscious familiarization with forms which will shortly become teaching points in language lessons. It does not require listening for specific information or for details. Ucan (2011) linked extensive listening to extensive reading and saw the same principle in both: "students are exposed to large amounts of comprehensible material that is enjoyable to them" (p.37). Extensive listening aims to develop learners listening skills based on the notion of the learner-centered instruction. Students may choose listening sources which are suitable for their English proficiency, are highly enjoyable for them and not very difficult to understand. Another example of extensive listening is watching a movie, understanding and enjoying the story.

Intensive Listening

Intensive listening involves listening for specific information, for instance, listening to find answers for specific questions or doing a detailed study of a language point. Intensive listening exercises can be divided into two types: (a) exercise to train a detailed comprehension of meaning (b) exercise which get the learner to listen to particular features of language such as vocabulary, grammar, pronunciation and level of usage in order to accustom their ears to what they would hear if they spoke with native speakers.

The Importance and Difficulties of On-line Listening in Learning Language

Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill no communication can be achieved (Cross, 1998). As for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill. Listening is almost ignored in both schools and universities in Sudan. This results in poor listening skill when learners become English major. As compared with other language skills, listening is considered the most challenging subject. Therefore low scores in listening are unavoidable. Listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension. As for communicative view of language (Chomsky 1965) Held that " Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest and errors in applying his knowledge of the language in actual performance".

Multimedia listening environment which includes video and audio in combination with text offers more effective listening comprehension and performance than either audio or video only (Brett, 1997). In fact, listening to materials on the Internet supplies students with multimedia input including visual support, such as texts, captions, illustrations, photographs, etc, while CDs and tapes provide only audio input. There are many benefits from listening with multimedia materials. First, listening with visual support helps to promote students' listening comprehension and is more facilitative for less proficient language learners (Mueller, 1980). Second, the advantage of multimedia over audio-only format is providing learners with more authentic content, context, discourse, paralinguistic feature and cultural aspects (Coniam,2001) which can aid listening comprehension. Third, Jones, (2003) indicated that using visual and verbal annotation assists learners in listening comprehension and vocabulary acquisition. Fourth, according to Peterson, (2010), Internet resources are effective in improving listening comprehension because listening to digital audio or watching a video clip on the Internet provides learners with the opportunity to control their listening process through the optional use of repeated viewings, subtitles, transcripts and feedback. Moreover, the audio-video input visualizes what is being said and facilitates the task of guessing an expecting what is going to be said so it helps learners to enhance their comprehension.

In terms of motivation, Nobar and Ahanggari, (2012) stated that the introduction of computers and the Internet into language classrooms help to improve language learners attitudes and motivation since language lessons become practical and enjoyable for learners. Finally, Chapelle, (1999), indicated that teaching listening skills with Internet resources contributes to enhance EFL students' listening comprehension both in and beyond the classroom. For example, CALL, software, online discussion boards and online conference tools such as text chat, whiteboard, and audio and video can be used in an extensive listening program to over opportunities for comprehensible input and output and meaning negotiation. However, there are possible challenges that both teachers and learners may face in their language learning and teaching with the Internet including inadequate equipment, limited computer literacy, and insufficient teacher support. Listening through Internet or websites such as watching educational English programs on TV, enjoying a radio station, or chatting with foreigners. It can be said that the Internet or websites can provide the opportunities to practice their English listening skills and it is a tool that offers powerful possibilities for improving their listening. There are several technical ways for improving listening capability of the EFL learners, which are summarize below.

Use of Tap-Recorders:

Tap-Recorders are one of the oldest technical listening tools, and their use is rapidly decreasing nowadays. However, they are still be utilized in certain cases and are attached with some English language learning text books.

Video:

While learners respond to video as an instructional tool, they focus to spoken words with the movements of characters and they acquire listening easily. Using video in the classroom allows learners to access more information while listening. It can provide samples of real-life situations. Lonergan (1984) pointed out that "video is able to present complete communicative situations. The learner will want to watch, even if comprehension is limited". It helps learners in developing listening skills, in listening new lexical terms and in encouraging autonomous listening.

TV/Radio:

Using TV/Radio in classroom is one of the more accessible forms of authentic listening practice we can give to our learners. There are a lot of channels that broadcast in English within twenty-four hours such as BBC World service and Voice of America (VAO) constantly on-air. Cabaj and Nicolic (2000) noted that a great amount of exposure to TV and radio news could help students to cope with TV and radio news broadcasts easier and acquire knowledge, structures, strategies, and vocabulary that they can use in everyday situations. Day by day students' English listening will be improved and students' mastery of vocabulary is increased and pronunciation will be enhanced and they gain confidence when they speak English.

Use of Computers:

The use of computers in listening problems provide students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills (Hoven, 1999). Computer is very important in teaching and learning English

It uses at schools, colleges and institutions as an effective method to enhance students' motivations to provide them acquiring whole of the four skills in English (listening, speaking, reading and writing).

Language Lab:

Language lab is a vital method used in teaching and learning English and it can be utilized for teaching or learning through a teacher's console (Madhavi, 2009). Computer-based listening tests are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods.

Mobile:

Students enjoy their times on using mobile, they become comfortable with programs that are in mobiles such as Facebook, whatsAPP and Emo to do chatting in English and getting extensive acknowledgments of using mobile not only in listening but also in communication and provides EFL learners with authentic language.

4. Methodology of the Study

The researcher used the descriptive and analytical method to investigate the importance of on-line listening to develop EFL learners language. In this section the researcher gave account about population and sample of the study, data collection instrument and its reliability and validity.

Sample of the Study

The original population of this study is 50 English teachers who teach English language at Sudan University of Science and Technology. As for the teacher respondents, the table details their qualifications. It is clear from table 4.1 below that the teacher subjects who responded to the questionnaire were all involved in teaching English language in Sudan University of Science and Technology and 10 of these teachers were professor while 20 were Ph.D Degree holders, 30 were master holders and 20 were bachelor holders as shown on table (1) below.

Reliability and Validity of the Instrument

Before being given to the study individuals, the questionnaire has been judged and approved by a number of experts. The validity of the instruments was gained by giving the instruments to EFL reviewers, experienced university professors who expressed their views and gave suggestions. Their suggestions were taken into consideration and the instruments were modified accordingly. Finally, they indicated that the test guidelines were clear and appropriate to be a valid measured. The qualitative (nominal) variables of Likert scale (i.e Strongly Agree, Agree, Not sure, Disagree or Strongly Disagree) helped largely for systematic analysis of the data. A responsible range of time was given to the respondents to fill the forms offered to them. Then the researcher started to collect the questionnaire distributed among the teachers. Fortunately all the questionnaire were returned, so the final number was (50) respondents.

The researcher has used alpha equation to calculate the reliability coefficient of the scale in the questionnaire. In this study the validity calculated by using the following equation:

RELIABILITY COEFFECIENT	VALIDITY COEFFIENT
0.730	0.854

$$\text{Validity} = \sqrt{\text{Re liability}}$$

Data Analysis and Discussion

Questionnaire of this study will be analyzed as in tables below by focusing on answering the two questions of this study: The first one was about the benefits of on-line listening tools for EFL learners in improving English language, and the second question was about difficulties which prevent on-line listening tools to be integrated in Sudanese teaching and learning. So data collected in this study can be analyzed and its result can be demonstrated through the following tables and charts.

Category (1): The benefits of on-line listening tools for EFL learners.

Table (4.1) Listening is one of the most important skills in language.

Options	Frequency	Percent
Strongly agree	36	72.0%
Agree	13	26.0%
Neutral	1	2.0%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100.0%

As displaying in table (4.1), 98% of the respondents (72%) strongly agree and (26.0%) were agree that listening is the most important skill in language learning. Only (2%) of subjects were neutral. This reflect the importance of listening in learning language.

Table (4.2) on-line listening tools promote students listening comprehension:

Options	Frequency	Percent
Strongly agree	22	44.0%
Agree	18	36.0%
Neutral	7	14.0%
Strongly disagree	3	6.0%
Disagree	0	0.0%
Total	50	100.0%

Table (4.2) indicates, a great number of respondents (44.0%) were strongly agree and (36.0%) were agree that on-line tools promote students listening. Nevertheless, (14.0%) of the study sample marked neutral and (6%) disagreed the idea. Most of respondents agreed that on-line listening tools promote students' listening comprehension in and out the classroom also provide learners with meaningful authentic language. Multimedia listening environment which include video and audio offers more effective listening comprehension, (Brett, 1997).

Table (4.3) On-line listening tools provide learners with more authentic language:

Options	Frequency	Percent
Strongly agree	20	40.0%
Agree	21	44.0%
Neutral	5	10.0%
Strongly agree	2	4.0%
Disagree	2	4.0%
Total	50	100.0%

As shown in table (4.3), 84% of the study sample were agree that on-line listening tools provide learners with more authentic language, while 10.0% of the respondents are neutral, 4% of them were disagree with the statement. Most of respondents agreed that on-line listening tools provide learners with more authentic language. The area of learning and teaching a foreign/second language needs some authentic materials and contents to promote and enhance communications, which are available on the Internet, Macy & et.al, (2002,p.v) report:

" A second/foreign language can be made more accessible and be better retained when question takes place in a communicative and natural environment enhanced by meaningful and authentic materials that aid in the development of proficiency in the area of communication and culture ".

Table (4.4) On-line listening tools help to improve language learners' attitudes and motivation.

Options	Frequency	Percent
Strongly agree	19	38.0%
Agree	20	40.0%
Neutral	8	16.0%
Disagree	2	4.0%
Strongly disagree	1	2.0%
Total	50	100.0%

It is clear from table (4.4) above, that 78% of the respondents see that on-line listening tools help to improve learners' attitudes and motivation. Where as, 16% of the study sample were neutral, 4% were disagree and 2% were strongly disagree. Most of the teachers agreed that on-line listening tools improve learners attitudes and motivation towards language learning which are missed in traditional classroom

Table (4.5) On-line listening tools enhance EFL learners' listening comprehension both in and outside the classroom.

Options	Frequency	Percent
Strongly agree	39	78.0%
Agree	8	16.0%
Neutral	2	4.0%
Disagree	1	2.0%
Strongly agree	0	0.0%
Total	50	100.0%

As displayed in table (4.5), the majority of the respondents 94%-(78%) were strongly agree and 16% were agree with on-line listening tools enhance EFL learners' listening comprehension in and outside the classroom. 4% were neutral and 2% of the respondents decided that they were disagree with the statement. Computers use in listening instruction should be given more consideration so as to improve listening skills of EFL learners and to motivate both teachers and learners, (Luu, 2011)

Phrase	Frequency and percentages										Mean	Standard deviation	Trend of opinion
	Strongly disagree		disagree		neutral		agree		Strongly agree				
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%			
On-line listening tools promote students listening			3	6	7	14	18	36	22	44	4.18	.896	**Agree**
Listening is one of the most important skills in language	0	0	0	0	1	2	13	26	36	72	4	.505	**Strongly agree**
On-line listening tools provide learners with more authentic language	2	4	2	4	5	10	21	44	20	40	4.1	1.015	**Agree**

On-line listening tools help to improve language learners attitudes and motivation	1	2	2	4	8	16	20	40	19	38	4.14	.841	**Agree**
On-line listening tools enhance EFL learners' listening comprehension	0	0	1	2	2	4	8	16	39	78	4.7	.646	**Strongly agree**
Hypothesis	0	0	0	0	3	6	10	20	37	74	4.68	.586	**Strongly agree**

Table (4.6) Category (1) the benefits of on-line listening tools in teaching English

From the above analysis in the table (4.7), the researcher has arrived to the conclusion that the first hypothesis "the benefits of on-line listening tools in EFL teaching and learning" is proved to be true and favor of strongly agree (4.68).

Table (4.7) the lack of technological skills among teachers is one of reasons that prevent on-line listening tools to be used in teaching and learning:

Options	Frequency	Percent
Strongly agree	30	60.0%
Agree	17	34.0%
Neutral	3	6.0%
Disagree	0	0.0
Strongly disagree	0	0.0
Total	50	100.0

It is clear from table (4.7) above that 94% of the learners (60.0% strongly agree and 34% agree) see that the lack of technological skills and knowledge is one of reasons that prevent on-line listening tools to be used in EFL Sudanese classroom. Only (6%) of respondents were undecided.

Most of the teachers were agreed that lack of technological skills and knowledge is important reason that prevent these technologies to be implement in EFL classroom.

Table (4.8) Internet connections may prevent on-line listening tools from being used in teaching and learning:

Options	Frequency	Percent
Strongly agree	20	40.0%
Agree	17	34.0%
Neutral	8	16.0%
Disagree	3	6.0%
Strongly disagree	2	4.0%
Total	50	100%

As displayed in table (4.8) above, most of the respondents (74%) have agreed that Internet connections may represent one of obstacles that prevent on-line listening tools from being used in the classroom. Whereas 16% of them are neutral, 6% and 4% were disagree and strongly disagree with the statement respectively. The majority of teachers indicated that Internet connections may represent one of obstacles that prevent these tools to be used in the classroom.

Table (4.9) some teachers resist to use on-line tools in their teaching because it does not match their educational philosophy:

Options	Frequency	Percent
Strongly agree	21	42.0%
Agree	16	32.0%
Neutral	7	14.0%
Disagree	4	8.0%
Strongly disagree	2	4.0%
Total	50	100.0%

As displayed in table (4.9) above, 74% of the respondents (42% strongly agree and 32% agree) have agreed that some teachers resist to use on-line tools in their teaching because it does not match their educational philosophy. While (14%) were undecided and (12%) were disagree with the statement. The results also showed that some teachers prefer to use the traditional tools to use on-line tools in their classrooms.

Table (4.10) Inadequate technology support and funding both of them are setback the on-line listening tools to be used in teaching language:

Options	Frequency	Percent
Strongly agree	19	38.0%
Agree	17	34.0%
Neutral	10	20.0%
Disagree	3	6.0%
Strongly disagree	1	2.0%
Total	50	100.0%

As it was reflected in table (4.10) the majority of the respondents (38%, strongly agree and 34% agree) see that the technology support and funding are not enough for on-line listening tools to be integrated in teaching language. While (20%) of them were undecided, only (8%) of them were disagree with the statement. The results showed that the technology support and funding are not enough for integrating on-line tools in teaching language.

Table (4.12) Category (2) difficulties which prevent on-line listening tools

The researchers can infer from the table (4.12), above that the second hypothesis

Phrase	Frequency and percentages										Mean	Standard deviation	Trend of opinion
	Strongly disagree		disagree		neutral		Agree		Strongly agree				
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%			
The lack of technological skills	0	0	0	0	3	6	17	34	30	60	4.54	.613	Strongly Agree
Internet connections	2	4	3	6	8	16	17	34	20	40	3.94	1.057	agree
Teachers resist to use on-line tools	2	4	4	8	7	14	16	32	21	42	4.00	1.124	Agree
Inadequate technology support and funding	1	2	3	6	10	20	17	34	19	38	4.00	.1010	Agree
Hypothesis	0	0	0	0	6	12	18	36	26	52	4.40	.699	Strongly agree

"Difficulties which prevent on-line listening tools to be integrated in Sudanese EFL classroom" has been achieved in favor of strongly agree (4.40). Thus, this hypothesis is accepted and proved to be true.

5. Conclusion and Recommendations

The results of this study revealed that university teachers have positive attitudes towards the use of on-line listening tools in Sudanese learning and teaching to develop English language learning. The results clarified that the majority of respondents agreed that on-line listening tools have a massive effects on listening skill for EFL learners, since listening skill is the most important and effective skill in English language. Without listening skill no communication can be achieved. Most of respondents agreed that on-line listening tools promote students' listening comprehension in and outside the classroom also provide

learners with meaningful authentic language. Moreover most of teachers agreed that on-line listening tools in learning and teaching improve learners' attitudes and motivation towards language learning which we miss in our classes nowadays. The findings showed that using on-line listening tools in Sudanese classrooms is important, but faced with a lot of difficulties and challenges that our classes are not equipped with technology tools which cost a lot, at the same time our teachers have inadequate training in using technology, some of them lack of technology knowledge and skills, even the Internet connections is another barriers. The results also showed that some teachers prefer to use the traditional teaching tools to use on-line tools, which may not match their educational philosophy for the reason that they need technology support in their classroom and professional training which enable them to use these modern tools effectively in their teaching or may be they become familiar with the traditional tools and they do not tend to change.

This study has tried to show that it is easier to obtain students' participation and motivation when the suggested materials are available. The key is to motivate students and change their negative attitude towards English language learning and to give them opportunities to use listening skills in real life situations.

Based on the findings of this study, the following recommendations are suggested:

1. Teachers need to be in constant contact with new techniques and materials in this changeable teaching world.

2. Technology should be an integrated part of the whole learning and teaching environment.

3. In an EFL context where exposure to the target language is limited, extensive listening is crucial for language development.

4. Educational institutions should put educational issues changed on the top of its agenda.

5. The use of technology implies the use of new teaching strategies.

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