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Evaluation of the Use of Technology in Private Schools

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ABSTRACT

Lately, there is a greet focus on the use of modern technology for English language teaching (ELT). Therefore, the use of the modern technology has become an important tool in the field of education. There is no doubt that development in electronic instrumentation and computer science has already changed the way we look at language learning and teaching.

This study attempts to investigate the effectiveness and usefulness of using modern technology in English language teaching (ELT), and why is the disregard until our present time especially with the learners of the early stages in private schools. It also aims at evaluating the importance of technology and its role in teaching English language skills in private schools.

The results obtained from the written questionnaire and the observation checklist showed that few teachers have problems in implementing technology in classrooms. All teachers believe that technology can help students to improve students' English. Therefore, the use of technology has a great role in enhancing the language abilities of the students.

Key words: modern technology, private schools, electronic technology

INTRODUCTION

1.1 Area and topics

Many efforts made in an attempt to make teaching and learning English more interesting and more effective. Lately, there has been a greet focus on the use of modern technology for English language teaching (ELT). Therefore, the use of the modern technology has become an important tool in the field of education. In recent years a global interest given to the use of modern technology, i.e. Computer, in ELT. Eastment (1998) states: all areas of English language study have profoundly affected by technological developments.

There is no doubt that development in electronic instrumentation and computer science has already altered the way we look at language learning



and teaching. The new technology is starting to create a variety of pressures on teachers to change the way of their teaching methods, rather than adhering only to structural or functional curriculum. Computers are becoming increasingly important in education, we need them, as Bush (1997) states, to better understanding the technology, and it is potential for foreign language learning.

1.2 The importance of the study

This study could be effective and useful to the teachers who are interested in using modern technology in their class. It may also benefit people who are in charge of the field of education, and make the second language learners more interested in getting more and faster education. It also helps the teachers to introduce the technology to at the early stages and no need for them to do separate courses to improve learners' computer skills. This study aims at evaluating the importance of technology and its role in teaching English language skills in private schools.

1.3 Aims of the study

This study attempts to investigate the effectiveness and usefulness of using modern technology in EFL, as well as the rare use and disregard until our present time, especially with the learners of the early stages in private schools. It also aims at evaluating the importance of technology and its role in teaching English language skills in private schools.

1.4 Research question

The research questions of this study are

1. How effective is using technology in private schools?
2. What is its role in teaching and learning English?

1.5 Methods

This study, two schools will be the sample of the study. Both of them are private schools in Tripoli. Four classes of the two schools will be the subjects of the study. Observation will take place in these four classes. The aim of this observation is to find out the extent of the effectiveness of using technology in private schools.

1.6 Organization of the study

This study consists of six chapters. The first chapter is the introduction and which gives general idea about the topic as well as the importance and the aim of the topic. The second chapter will be the literature review and will talk about the role of technology in teaching foreign languages. It also explains the effectiveness of modern technology on teaching and learning English. In addition, it gives general idea about computer Assisted Language Learning (CALL). However, the third chapter introduces the different methods used in this study. The fourth chapter devoted for data analysis.



While the fifth chapter is concerned with discussing, the results obtained. Finally, the last chapter is the conclusion that summarizes the whole study and where some of the limitations of the study mentioned before giving some recommendations.

LITERATURE REVIEW

2.0 Introduction

The use of technology in education is not a new idea, but the development in computers and other hardware technologies made it possible to involve technologies with education. Modern schools, institutions and universities are adopting technologies in their classrooms, which enable teachers to access software tools, the internet and audio video resources. Educational technology has a great role in improving the learning process. It enhances the need to increase the use of technologies in education; the use of technology is required to enhance the students' competence by providing them with the necessary tools for learning. The integration of many application of technology on education reveals the vast use of technology in everyday lives. According to Achacoso, "technology is a word that is used to describe different things for different people" technology is a term that used to describe, study, and evaluate the different ways of how computers integrate into education. Some educators use the term technology to refer to everything that is electronic. Personal computers is the main tool of technology used to support teaching and learning. Other teaching and learning technologies are not computer-based such as overhead projectors, document cameras, television, DVD, CDs, and tape recording.

In recent years, the interest in the role of computer technology increased, because it is strongly believed that new technologies can enhance the quality of learning and increase the effectiveness of teaching language. As wellburn states: "teachers who have introduced technology into their curriculum often comment that technology activities are a valuable vehicle for all types of learning "(internet1). There are many issues related to the successful use of technology in the classroom. Some of the more salient include securing necessary annual funding, the development of dynamic plans, and decisions concerning platforms, hardware, IT lines, software, and so forth. While these are perhaps the most obvious considerations, an often-overlooked but crucial determinant of whether technology succeeds or fails in the classroom is a less than obvious one...the teacher. While attention to choosing the appropriate hardware and software for the classroom is prerequisite, it is the skill and attitude of the teacher that determines the effectiveness of technology integration into the curriculum.



Through many years of working with teachers and technology, and through a synthesis of research, the authors have developed eight important areas of consideration that allow teachers to integrate the technology into the curriculum successfully. These areas are:

1. Fear of change
2. Training in basics
3. Personal use
4. Teaching models
5. Learning based
6. Climate
7. Motivation
8. Support

2.1 The role of technology in education

The role of technology in education, as stated by Gregory C (1) is to enrich the means of education for the faculty, human and personal process (internet2).

In early 1987, Pea & Soloway stated in a report for the U.S. Congress Office of Technology Assessment (COTA) that technology might be the factor to help bridge the ever – widening gaps between school and society. There is no doubt that the uses of technology in education can change the teaching and learning style. As Swan and Mitrani stated that computers can change the nature of teaching and learning at its most basic level.

Also, Peck & Dorricott's summary of the eight reasons for technology uses in education represents a good overview of the current status of what technology can accomplish.

These reasons are:

1. Individualization.
2. Increasing proficiency at accessing, evaluating, and communicating information.
3. Increasing quantity and quality of students thinking and writing.
4. Improving students' ability to solve complex problems.
5. Increasing global awareness.
6. Creating opportunities for students to do meaningful work.
7. Making students feel comfortable with the tools of the information age (which they are almost certain to use in their future).
8. Increasing the productivity and efficiency of schools.

Discussions concerning computer use in education have rapidly passed through a number of phases. The first phase centred on the need for computer literacy, generally defined as computer awareness and



computer programming. The second phase shifted to the role of the computer as a tool, and as a way for teaching problem solving. Most recently, attention among educators has turned to yet a third phase. This third phase addresses issues related to computer applications in support of the curriculum.

2.3 Computer as a tutor

Computers have transformed our world from the first stone tools through development of agriculture, writing, printing, global transportation, global communication, genetic engineering, and much more. When we used the same technology as our parents and their parents, we needed no more than to know how to operate a few objects. Today, technology's generations pass more quickly than human generations. Further, there is a rapid prediction on changing technology in our choices in terms of education, career, politics, and health. By painting a big picture view of technology, Technology Challenged offers context, an antidote to information overload. From that perspective, it reveals the simple patterns underlying all technology, allowing us to see what does not change in a technological world of rapid change.

Language teachers frequently complain about technical problems preventing them in the ICT activities that they would like achieve in the classroom. Problems that continually face them are problems with headsets and microphones, problems playing audio and video clips, problems running multimedia applications on networks, problems accessing the Internet, etc. It can be argued that it is the ICT technician's responsibility to solve such a problems, but sometimes the technician is not always around. With a little technical knowledge, they should be able to solve many of the common problems themselves.

Some software suppliers, particularly the large chain stores, carry prominent warning notices that it is the customer's responsibility to ensure that the software that he/she is purchasing is appropriate for the customer's particular kind of computer and that refunds will not be made in the event of mistakes on the part of the customer. Lack of knowledge

2.3 Computer Assisted Language Learning (CALL)

2.3.0 Introduction

The acronym CALL (Computer Assisted Language Learning) coined at the beginning of the 1980s. The first occurrence we have found is in Davies & Steel 1981. By 1982 it was in widespread use in the UK, featuring in the title of Issue No. 1 (July 1982) of the newsletter CALLBOARD and in Davies & Higgins (1982). In the USA the acronym CALI (Computer Assisted Language Instruction) was initially preferred, appearing in the name



of CALICO (founded in 1982), the oldest professional association devoted to the promotion of the use of computers in language learning and teaching. TESOL favoured CALL, setting up its CALL Interest Section (CALL-IS) in 1983 (Kenner 1996). The term CALI then appears to have fallen out of favour because of its association with programmed learning, i.e. a teacher-centred rather than a learner-centred approach that drew heavily on behaviourism, and CALL is now the dominant term. CALICO now uses the term CALL in preference to CALI.

An alternative term to CALL emerged in the 1980s, namely Technology Enhanced Language Learning (TELL), which was felt to provide a more accurate description of the activities which fall broadly within the range of CALL. Brown (1988:6) writes. Learning a foreign language can enrich the education of every pupil socially and intellectually and be vocationally relevant. The new technology should form an integral part of a modern language department's overall teaching strategy. By these means, to coin a communicative-sounding acronym, TELL (Technology Enhanced Language Learning) can help produce telling results in language performance both in school and in the wider world. It therefore has a place in every modern language department.

2.3.1 Types of CALL

CALL encompasses many different types of software applications. The applications tend to fall into two distinct types:

2.3.1.1 Generic software applications:

Generic software applications designed for general use but they are extremely useful in language teaching when used in activities that seek to apply aspects of the functionality of the software to language learning situations. For example, the use of a word processor to encourage drafting, critical reflection and editing is an excellent use of generic software to further a number of language learning objectives. Generic software applications include:

1. Word-processors
2. Presentation software
3. Web browsers

2.3.1.2 CALL software applications

CALL software applications designed to promote objectives and usually based on the software authors' beliefs about the ways in which students learn languages. They offer support in the acquisition of knowledge about language and in the application of that knowledge both in discrete and in mixed skill activities. They usually include a substantial degree of interactivity. CALL software can be content-specific in that the teacher



cannot change the linguistic content or the format of the activities that seeks to teach that content. Commercial multimedia software supplied on CD-ROM is usually content-specific because it is normally impossible to make any changes to it

2.3.2 Interactivity

The term interactivity in the context of CALL has traditionally been associated with human-computer interaction - the stimulus / response /feedback involving the use of arrangement of stimuli (text, images, audio or video), learner responses using a range of input devices (keyboard, mouse, touch screen or speech) and various types of feedback (text, images, audio or video).

2.3.3 Phases of CALL

The phases of CALL as follow:

2.3.3.1 Dumb CALL (1970s to 1980s):

The term dumb used because at this time computers did not offer sound or video. The earliest microcomputers did not even offer text indifferent colours; they could only display white text on a black background - or white on green and various other combinations. The ability to produce primitive images, however, there were various ways of overcoming the problem of the lack of sound and video, e.g. linking a tape recorder or a videodisc player to a computer, but such solutions were often expensive and difficult to implement.

2.3.3.2 Multimedia CALL (1990s to present day):

The multimedia computers that appeared in the early 1990s were a major breakthrough. They offered soundcards, which meant that the sound could be played and recorded without the need of linking the computer to other devices. The quality of images that could be produced on a computer screen improved, and eventually high-quality photographs could be displayed. Some packages that first appeared on videodisc became available on CD-ROM. Video quality was very poor to begin with, but it has improved immeasurably over the years with the advent of computers equipped with more powerful graphics cards and DVD drives.

2.3.3.3 Web CALL: (1993 to present day):

The public launch of the Web in 1993 changed everything, but it got off to a slow start. Early websites consisted mainly of text and still images, and it can be argued that they did not offer much more than the early dumb computers offered offline, apart from the fact that websites could be accessed at distance. Traffic was mainly one-way, from the Web to the user, and it was often slow because broadband Internet access was not widely available and Web users had to use dial-up modems. CALL took a step backwards for



a while, waiting for the quality of images, sound and video to catch up with what was available offline on CD-ROM and DVD.

2.3.4 History of CALL

Using computers in language learning is contrary to popular opinion, not a new phenomenon. It dates back to the early 1960s, although it was confined in those days mainly to universities with prestigious computer science departments. By the early 1980s, however, CALL was evident in a large number of schools in the UK and the rest of Europe - and, of course, in the USA and Canada.

A potted history of the early years of CALL can be found in Levy (13-46). Sanders (cited in Davis) contains a collection of anecdotal articles written by pioneers in CALL covering the period 1965-1995. Davies (1997 - updated 2009) covers the period 1976-1996, reflecting on his personal experiences, and he reminds us that there are many lessons that we can learn from the past that might help us avoid mistakes in the future. The updates in Davies's article highlight some of the major and often unexpected changes that have taken place in the meantime. Two more articles, Davies (2003) and Davies (2005 - regularly revised). Look at the history of CALL and attempt to predict where it is heading. See also Davies (2000 - regularly revised), on the History of EUROCALL, Davies (2010), Jung (2005) and Butler-Pascoe (2011)

2.4 Previous studies

There have been many studies conducted about technology. A study written about the evaluation of technology that provided a specific definition of technology in USA distinguishing its definition from other definitions written by other researchers. Some authors are specific in describing specific technologies or applications; others used the term technology to describe everything electronic. Most previous research studies focus on computer - based technology. Whereas other teaching and learning technologies are not computer-based such as overhead projectors, document cameras, laser printers, robotics, television, and models. Some evaluators consider chalk and boards as a type of technology.

The debate among the researchers and theorists is concerned with the effectiveness of using technology in order to help students to learn. Herman assumes that technologies such as computers or “chalk” do not have reliable inflame; their success depends on their appropriate use. Many institutions think that the presence of technology in an institution will do the job.

They use computers to teach the same thing with the same ways used before some researcher, evaluators, or theorists agree that the presence of technology could improve the learning process. Technology used to help the



learning process and what are the benefits of integrating technology into the learning process? The use of technology is either appropriate or inappropriate in the classroom. Appropriate uses of technology can help improve the learning process while inappropriate use can prevent it. The integration of technology do not change technology, but it enables us to access more information in a rapid and efficient way.

METHODS

3.0 Introduction

After discussing the theoretical part and the assumptions of the effectiveness of technology, we will now concentrate on the theoretical part of the study to investigate the effectiveness of technology in private schools. In this chapter, two techniques used to collect data, classroom observation and written questionnaire.

3.1 Sample of the study

The subject of this study consists of ten English teachers as foreign language (EFL) that randomly selected from two different private schools in Tripoli to be the subjects of this study. All of them are Libyan and have Bachelor's degree (BA) of English language. They consist of five male teachers and five female teachers. Their experience as teachers of English ranges from one year to a twenty years. They asked to answer ten questions in order to investigate the teachers' awareness of using technology in their classrooms.

3.2 Procedures

The data collection for this study started in April in 2012 and finished in May of the same year. Two techniques of collecting data used in this study: Classroom observation used in order to find out how teachers deal with technology in classrooms. Ten aspects considered to observe teachers' performance inside the classroom. The second technique used in this study was teachers' questionnaire, to investigate that to what extent Libyan teachers are capable and aware of implementing technology in classrooms.

3.2.1 Classroom observation

According to Mackey and Gass "observations are common in second language research and observations are useful means for gathering in-depth information about such phenomena as the types of events that occur in second and foreign language classrooms." When conducting classroom observation, observers should pay attention to observation etiquette. The observer should always try to lessen the impact of his presence in the class; he may distract students by equipment he brought with him in the class, subjectivity and objectivity have major roles in research on second language



learning. Therefore, the observer should seek the objectivity when conducting research and pay more attention to the subject elements such as how to gather data, analyse data, and report the results of analyses.

Observers should keep in mind the permission of the learner. It is important for the observer to obtain the permission from the instructor to observe the class before the observations take place. This may lead to lessening the impact of the observer's presence in the classroom. Therefore, the observer and the teacher should discuss schedules in advance in order to ensure success during the observation process. (Mackey& Gass: 187:188)

Teachers do not like being observed in general, they always feel that the observer will find something to criticise. Classroom observation is a positive technique and important point of observing teachers' performance in classroom and it does really contribute the school improvement.

Moreover, classroom observations have to be well organized and the observer should ask some questions such as what is being observed, the problems presented by the class, and what are the main objectives of the lesson.

Instead of judgements, opinions, and impressions of the observer, the improvement can be made to classroom observations are through the practice of gathering objective data on the teacher and student behaviour in the classroom.

The classroom observation in this study included the following:

Observation checklist devoted to teachers:

1. Teachers who are trained to use technology.
2. Teachers who used word-processed exercises.
3. Teachers who are qualified in using technology in the class.
4. Teachers who are interested in using technology.
5. Teachers who have enough time for giving lessons with technology.

Observation checklist devoted to learners:

1. Learners who are highly motivated in the class.
2. Learners who are interested in technology.
3. Learners who are trained to use technology.
4. Learners who answered teacher's questions.
5. Learners who enjoy classes with technology.

Observation checklist devoted to schools:

1. Schools that have classrooms with technology tools such as projectors, computers, etc.
2. Schools that offer training programs of using technology for their teachers and students.



3. Schools that provide curriculum based on technology.
4. Schools that devote enough time for the use of technology.
5. Schools that provide suitable atmosphere for students are well organized.

3.2.2 Teachers' Questionnaire

According to Mackey and Gass “questionnaire is any written instruments that present respondents with a series of questions. Or statements to which they are to react either by writing out their answers or selecting them among existing answers”

Questionnaires are the most common methods of collecting data based on the opinions of a group of participants. Questionnaires also allow researchers to collect information by which the respondents can write about themselves such as their beliefs, reactions to their learning and classroom instruction and activities, and information which can only be obtain by the use of questionnaires(Mackey&Gass:92:93)

Questionnaires are useful because, they enable both the questioner and the respondent to have something to say to each other. (Harmer: 352) questionnaires are common tool of conducting data.it enables the researcher to collect data about the respondents. There are two types of questionnaires; closed questionnaire and open questionnaire. A closed questionnaire is one in which the answers of the respondent, are determined by the researcher. Whereas the open questionnaire is one, in which the samples have a wide range of choice to answer the question written in the questionnaire. Questionnaires can be a mixture of both closed and open questions. (Nunan: 143)

RESULTS

4.0 Introduction

This chapter introduces the collected data from the techniques used in this study. These data classified and presented. The results of the checklist observation and the questionnaire placed into the tables. A percentage for each question is given and each one has its label proceeded by the analysis of the results.

4.1 Observation results analysis

Four teachers (40%) are trained to use technology in classrooms, and six of the teachers (60%) are not trained to use technology in classrooms. Only two teachers (20%) who used word-processed materials in the classroom, while eight teachers (80%) did not. Half the subjects (50%) of the study considered qualified in using technology in classrooms, while the rest of them (50%) are not. Four teachers (40%) were interested in using technology in their classrooms while six of them (60%) were not. Finally,



only three teachers (30%) had enough time to finish their lesson while seven teachers (70%) did not have enough time to finish their lessons. (See table one)

Teachers:	Yes	Percentage	No	Percentage
1. Who are trained to use technology?	4	40%	6	60%
2. Who used word-processed exercises?	2	20%	8	80%
3. Who are qualified in using technology in the class?	5	50%	5	50%
4. Who are interested in using technology?	4	40%	6	60%
5. Who have enough time for giving lessons with technology?	3	30%	7	70%

(Table 1) Observation checklist devoted for teachers: Ten teachers observed.

Two classes observed. Each class includes fifteen learners. It shows that twenty-four learners (80%) are highly motivated in classrooms, and six of the learners (20%) are not highly motivated in classrooms. Twenty-seven learners (90%) are interested in technology in the classroom, while only three learners (10%) are not interested in technology in the classroom. None of the learners (0%) trained to use it in classrooms, while twenty-one learners (70%) answered the teacher's questions in the classroom, and nine teachers (30%) did not. Finally, the whole learners (100%) enjoyed the lesson. (See table two).

Learners	Yes	Percentage	No	Percentage
1. Who are highly motivated in the class?	24	80%	6	20%
2. Who are interested in technology?	27	90%	3	10%
3. Who are trained to use technology?	0	0%	30	100%
4. Who answered teacher's questions?	21	70%	9	30%
5. Who enjoy classes with technology?	30	100%	0	0%

(Table 2) Observation checklist devoted for learners: Two classes observed. Each class includes fifteen learners.

Both schools are equipped classrooms with technology tools such as projectors, computers, etc. none of them offer training programs of using technology for their teachers and students. They also do not devote enough time for the use of technology. Nevertheless, both schools provided a suitable atmosphere for the students and well organized. (See table three)

Schools	Yes	Percentage	No	Percentage
1. which have equipped classrooms with technology tools such as projectors, computers, etc.	2	100%	0	0%
2. Which offer training programs of using technology for their teachers and students.	0	0%	2	100%
3. Which provide curriculum based on technology.	2	100%	0	0%



4. Which devote enough time for the use of technology.	0	0%	2	100%
5. Which one are well organized and provide suitable atmosphere for students.	2	100%	0	0%

(Table 3) Observation checklist devoted for schools: two schools observed.

4.2 Questionnaire results analysis

Ten teachers of foreign language (EFL) randomly selected from two different private schools in Tripoli. They asked questions concerned with technology. These teachers are Libyan and comprised seven male teachers and three female teachers. Their experience as teachers of English ranges from one year to 10 years. Two teachers (20%) have problems in implementing technology in their class, while eight teachers (80%) have no problems with using technology in their classes. All the subjects of the study have language laboratory in their schools. They also believe that technology can help students to learn English. Four teachers (40%) who have participated in training programs related to technology, whereas two teachers did not. Finally, eight teachers have good knowledge of using technology the classroom, while two teachers (20%) have limited knowledge of using technology. (See table four).

Teachers	No. of teachers	Percentage
1. Who have problems in implementing technology in their class?	2	20%
2. Who have language laboratory in their schools?	10	100%
3. Who think that technology can help students to learn English?	10	100%
4. Who have good knowledge of using technology?	8	80%
5. Who have participated in any kind of training programs related to technology?	4	40%
7. Who have good knowledge of using technology?	8	80%

(Table 4)

DISCUSSION

5.1 Discussion of the results

After analysing the data obtained in chapter three, now we will discuss the results in this chapter. Classroom observation devoted for teachers revealed that four teachers (40 %) are trained to use technology in classrooms while the others have some knowledge about how to use technology because they have not trained. All of the teachers have general idea about technology. This is clearly revealed through the observation process. It also showed that few teachers who used word-processed materials



during the class. Teachers should use computer-based exercises in the class for students find them enjoyable and useful. Half the subjects of study are qualified in using technology; this percentage can have positive impact on the learning process. The classroom observation also revealed that the majority of teachers do not have enough time to apply the different techniques of technology; they expressed their complaints of the insufficiency of time for each class. The implementation of the techniques related to technology requires enough time to be applicable.

For classroom, observation devoted for learners showed that the majority of learners were highly motivated during the class. This can contribute with the use of technology. When students are motivated, they learn better, and this will increase their confidence in their selves. The majority of learners were interested in technology, they were happy with the use of it in the class. they answered the teacher`s questions and looked comfortable and content with the class.

For the last part of observation included two private schools. The observation process showed that both schools are equipped with technology tools such as projectors, computers, etc. This can enhance the efforts make to improve teaching foreign languages.

The availability of the facilities in schools can promote learning and bring the desired results. None of the observed schools offered training programs to teachers and students. The lack of training programs can limit the opportunities for learners to learn at their best. The schools observed also do not allot sufficient time for curriculum teaching by the use of technology. Most of the teachers complained about the insufficiency of time. It is very important for those who are responsible for education to pay more attention to this problem. The observed schools provide a suitable atmosphere for students and well organized as well.

After analysing the results of the written questionnaire, it showed that few teachers have problems in implementing technology in classrooms. This is due to the lack of training programs. All teachers answered that they have language laboratories in their schools and believe that technology can help students to improve their English. Therefore, the use of technology has a great role in enhancing the language abilities of the students.

CONCLUSION

6.1 Summary of the study

The use of technology in our curriculum will help us to make the education more effective and accessible. The main challenge for Libyan schools is integrating technology tools by the use of educational software.



The use of technology enables students to make real-to-life conversation and test their pronunciation of the new words without feeling shy of asking the teacher every time. Students are supposed to ask questions, but in fact, some students are often embarrassed when they are confused and need help. They do not want to show that their weakness and ignorance. With the use of computer, they always ask for help if they feel that they do not understand without the fear of being disturbing.

Teaching different levels has been a problem for teachers. Instructions that are suitable and beneficial for one student may have negative effect on another. Some of them require extra explanation while others do not. Therefore, with the use of technology, teaching one student will not be deterred by the abilities and weaknesses of others. Each student will learn at his own pace. All students will benefit from technology and the way of presenting materials. It can be said that there is an increasing interest and belief in the need to start technology education in schools especially at an early stages, possibly in primary schools because the more young children engage in technological activities, the more confidence in their abilities might be established.

6.2 Recommendations

Schools, institutions, and universities must find new ways to deliver educations to our students. The use of technology can contribute solving some of the problems and can change the teaching/learning process. Students are not expected to use technology effectively without direct training and advice from teachers.

Teachers require special courses directly related to the ways in which they will use the new technology in their method of teaching. In the light of the evaluation of this study, the following are some recommendations related to the subject of this study:

1. Introducing technology to schools and explaining the effect of integrating technology into the curricula of the English language.
2. Prepare teachers to accept and deal with the computer in which it can contribute with the improvement of education, including preparation of learners.
3. Providing schools with laboratories that are suitable for practising different kinds of educational programs, and preparing the teachers technically and professionally.
4. Urging teachers to use computers in teaching some areas of English such as grammar, vocabulary, etc.
5. Developing the teaching aids that can be integrated with the teaching methods and their goals.



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