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البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
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ABSTRACT

This research is based on theory and an application. The researchers tried to introduce new techniques in teaching/learning a foreign language. This research took place in Khoms city at both *The Light Way* primary school and *Al-majd* high school in 2015. Education is one of the central processes that have shaped the direction of inquiry into the complex social systems/institutions in the last quarter of a century (A, Kara. 2017). "Motivation of Libyan secondary school students in learning English" (Lawej 2012), Investigating the student's motivation in learning English language, found that there is a lack of using technological aids and labs. Starting from this point the researchers tried to present an interesting teaching method by using Multi-media technology in the context of the Eclectic approach for teaching secondary school students in (2012-2013), and using technology in the English learning / teaching processes and providing the teachers of secondary schools with methods and approaches to enhance their English teaching competence. Using Eclectic approach as a combination of elements from methods that supplement one another. It was deduced that Multi-media technology offers a sense of reality and functions very well. This greatly cultivates students' interest and motivation in study and their involvement in class activities.

INTRODUCTION

Education through technology is a high priority and technical strategy that helps the learners of English to transcend the complexity of learning English language. In this research, the researchers intend to use some technological, effective and modern techniques in order to produce a scientific English learner as well as enhancing the use of communication through this mechanism, also to create a dynamic, comfortable and progressive interesting environment for the students, specifically, the English students of secondary school grades. In fact, technology in these days are considered to be the most transformative act that brought great change in this world, starts with the first initial step and begins at one`s

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home (house). Kapp and O'Driscoll (2010) have indicated while summarizing the relationship between a foreign language and technology that language is a means of communication and individuals communicate with each other by using the same language in social life.

According to study conducted by Jackson et al. (2006), it has been found that students who used the internet more, got higher scores and grades. According to the research activities, the internet changes the interaction between learners and teachers (Kern, 1995): there is less teacher and more learner talk in computer classes. Furthermore, it changes teacher and students' roles (Peterson), 1997) and makes learning more students centered. (Warschauer, Turbee, and Roberts, 1996). Vision and hearing are the two dominant senses that media technology can provide to the students and present greater opportunities for learning linguistic inputs. (Linfors, 1987). As Pope and Golub (2000) asserted, it is also important for English educators to model effective practices of teaching with technology. As students perform diverse task with the computer, they broaden their repertoire of metacognitive, cognitive and effective learning. As Kajder (2003) wrote, "Focus has to be placed on learning with the technology rather than learning from or about the technology".

Although students in schools and universities try to acquire knowledge, but they are seldom in applying to their own activities (Garrin, 1993), in reality, academic institutions typically lag adoption of new technologies (U.S Congress, 1988). This is certainly true in terms of the application of English language through information technology particularly in Libya. The black board and the chalk remain the primary teaching technologies in many schools. Some private schools in Libya have already begun making use of classroom facilities that depends on information technology, in hopes to improve the system of teaching and learning the English language (EL), one of these private primary schools (the light way) in Al-Khoms, Libya, that have established a smart classroom which contains of smart board, internet, computers as well as a comfortable and attractive view of the school, these technologies which enable the students to learn in a modern, technological, technical and effective way, as result of our research proposal presented to the school board and the beneficial techniques they got while working along the process of our practical part of this research work. Smart classrooms enable students to work together while communicating electronically and anonymously (Alavi, 1944). This endeavor is our

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commitment to the pursuit of excellence in learning and teaching of English at the secondary and primary school students; therefore, developing their personalities with the skills needed for their future career is necessity.

General Background:**This research aims to:**

- To automate the information delivery function in classroom.
- To increase the students' fluency, accuracy and their comprehensive ability.
- To cultivate the students motivation, concentration, participation in the classroom.
- To improve the process of teaching/learning in the classroom setting.
- To help the teachers enhance their teaching competence.
- To make use of time inside the classroom.
- To make testing and evaluation easy to be achieved by utilizing information technology tools.
- To investigate the complexity and the impediments of acquiring the English language as a foreign language in Libya.

The precise of this paper is called from its topic titled Utilizing Project-Based Approach in the Educational System in Libya Through Information Technology and Net Support. Recently it's knowledgeable that there is an increase usage of long distance learning through technologies in education through all over the world. Laptops, computers are revolutionizing and transforming the traditional classroom-based learning and teaching into anytime anywhere education. In this research we intended to provide general idea on the Project-based approach, network support technology. Then giving a detailed information and explanation about the process of practicing technology through the utilizing of project-based approach. The research design and delivery of a graduate level course to manage an advanced learning and teaching which have to be used to enable collaborative learning/teaching (LT) team to enhance creative methods to improve systematic, comfortable process of teaching. This paper reviews different models of learning-surface assumptions, which are related to the English

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language teaching. In this research, it was proposed to use the project-based approach through information technology that includes the Smart board and the 'Net Support' as a technique to solve and deal with the scarcity of competence of teaching/learning in Libya also to automate the information delivery function in classroom. Researchers in fact used variety of methodologies and approaches, choosing techniques from different methods that considered being effective and suitable according to the learning context and objectives. This research aims to apply and follow these techniques in understanding a new language being taught and do not rely on one specific method. The use of variety methods which has been proposed aims to improve learners accuracy, fluency and improve the communicative ability, study of the minimum level of the communications skills in the second language needed by teachers ensure effective use of the communicative approach at a given stage (*Canale, M, & Swin, M. (1980)*). In this research, the four linguistic capabilities and skills (listening, speaking, reading, writing) were taught and tested through the project-based approach alongside to the use of information technology. It is difficult to teach a language following or using one method. The researchers shed a light and accommodates some notions on the project-based approach, information technology that includes Network Support (NWS), Smart Board (SB). In addition to bridged concepts about the use of the merits of these mechanisms as well as to the exhausting about the matter of the functional and practical stand point process through the use of information technology. The deduction of using technical strategies will be reviewed on this research. Ultimately, discussion and elucidation will be mentioned to the considerable methods to be followed for the reason of supporting and enhancing the lack of competence of the English language learners as a foreign language in schools.

Key Words: Network Support (NWS), Smart Board (SB), educational system, Primary and secondary school, project-based approach (PBA).

Research Questions:

This research intends to answer the following questions:

What is project-based approach in learning and teaching process?

How to use the Project-based approach and what are its benefits?

What is/are the role/s of Network Support in education?

To What extent the Network Support Technology can be used through the Project-based Approach in education?

Significance of the Study:

In this research, the researchers attempt to reach the idea of that learning a foreign language has to be supported by utilizing information technology and Network support. This research has been put in consideration to be beneficial and effective especially to high school students in particular and to foreign language learners in general. This paper can be also useful for the readers, teachers. It also can contribute a service for the educational planners and those who are specialists on curriculum guiding.

Project-Based Approach:

Project means doing a piece of work that needs skill, effort and careful planning. When students conduct a project, teachers guide them to complete it . Dewey`s idea of project-based learning (PBL) was introduced into the field of second language education two decade ago to reflect the principles of student-centered teaching. Since then PBL has become a popular activity at various levels and in various context. Students discover or explore new issues and topics through learning circles. This is the way of giving students a chance to develop their learning outside the classroom too. They should feel they are responsible for the process and work on it to contribute to it. It is an extended task, which usually integrates language skills through a number of activities.

The Methods and Approaches that Were Used in the Context of the Project-Based Approach:

Communicative Approach or Communicative Language Teaching:

As an Approach to foreign or second language teaching emphasizes that the goal of language learning is Communicative Competence.

British applied linguists have developed the approach as a reaction to grammar-based approaches. During the 1970s, there was a wide spread reaction against method that emphasized teaching grammatical forms

because little or no attention was paid to how language used everyday situation.

What does This Approach About?

This approach emphasizes on learning to communicate through interaction in the L2, to introduce an authentic text into the learning situation.

It links classroom language learning with language activation outside the classroom; so communicative language teaching makes use of real-life situations that necessitate communication.

The Techniques of CLT

1- Using authentic materials that have been produced to fulfill some social purposes in the language community, or materials that are not produced for education purposes.

2- Scrambled sentences

HOW?

A- The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.

3- Language games since they give students valuable communicative practice and are regarded enjoyable by students, games are used frequently in CLT. Any game that provides learners with the opportunity to practice communicating in target language can be used.

4- Picture strip story with picture strip stories, teacher can do many activities. For instance, as an example of problem solving activity, a small group might be given a strip story. A member of the group shows the first picture of the story and the other members try to predict what the next picture would look like.

**The Benefit of Network and Smart Board Technology in the
Learning/Teaching Process:**

Network and Smart board Technology featuring audio-visual apostolic effect naturally and make it more access to information.

Network and Smart board Technology are beneficial for testing and distance education, and some for teaching spoken English, reading, listening.

This research can also be beneficial for future researches. The deduction of this research could be effectively useful as an accommodated material to the heads of the schools, specifically the high school to support their teachers and students with modern technological devices.

***What Net Support is?**

Network: A group of computers and peripheral devices connected to each other.

In other words: A group of computers linked to each other with physical lines, exchanging information as digital data.

***The Benefits of Network Support:**

A computer is a machine used to manipulate data. Human beings quickly understood it would be useful to link computers to each other in order to exchange information.

***A Computer Network can Serve Several Distinct Purposes:**

Sharing resource (files, applications or hardware, an Internet Connection, etc.)

Communication between people, (email, live discussion, etc.)

Communication between processes (such as between industrial computers)

Guaranteeing full access to information for a specified group of people (networked databases)

Multiplayer video games.

***The Properties of a Computer Network:**

Facilitates interpersonal communications' people can communicate efficiently and easily via email, instant messaging, chat rooms, telephone, video telephone calls, and video conferencing.

Allows sharing of files, data, and other types of information.

Authorized users may access information stored on other computers on the network.

Providing access to information on shared storage. Devices are an important feature of many networks.

Allows sharing of network and network computing resources.

Users may access and use resources provided by devices on the network, such as printing a document on a shared network printer.

***How is Net Support Work?**

Telecommunications network that allows computers to exchange data. In computer networks, networked computing devices pass data to each other along data connections. The connections (network links) between nodes are established using either cable media or wireless media. The best-known computer network is the Internet.

Network support devices that originate, route and terminate the data are called network nodes.

Nodes can include hosts such as personal computer, phones, servers as well as networking hardware. Two such devices are said to be networked together when one device is able to exchange information with the other device, whether or not they have a direct connection to each other.

Computer networks support applications such as access to the World Wide Web, shared use of application and storage servers, printers, fax machines, use of email and instant messaging applications.

Computer networks support different in the physical media used to transmit their signals, the communication protocols to organize network traffic, the network's size, topology and organizational intent.

This program was founded in September 2008 in California by Nicolas Borg, Jeff Hara. The users of this program are 33,000,000+. Edmodo is social learning network in the world. It's incorporated into classrooms through a variety of applications including Reading, Assignments, and paper studying. Current uses include posting assignments creating polls for student response embedding video clips, create learning groups, posting a quiz for students to take, and creating a calendar of events and assignments. Students can also turn in assignments or upload assignments for their teachers to view and grade.

Meriden, Kansas, population 813, may be a small town, but Jan Wells, a fourth grade teacher at West Jefferson Elementary, has transformed it into a World Capital. By skillful use of the educational website Edmodo, www.edmodo.com, Jan and her students have raised the roof of their classroom, attended the walls, and brought voices from communities far and wide into their daily learning.

Access to this free online community, with over four million users, begins with a teacher creating an account. Through this account, a teacher can access numerous tools which facilitate learning and collaboration for students within a classroom, and with students from other classrooms, both near and far. In addition, a teacher can connect with other educators to learn more about topics of interest and seek answers to questions about teaching and learning (Dobler, E. 2012.2013) Teachers can annotate the assignments directly in Edmodo to provide instant feedback. Parents can also view this website, either under their child's username or they may create their own account. The parent account allows parents to see their children's assignments and grades.

*** The usefulness of this Application:**

- 1.Students can participate in online discussion.
- 2.Can create connections with others students from different school.
- 3.Students can upload homework assignments.
- 4.Teachers can differentiate instruction by creating subgroups of students.
- 5.Teahers can give students positive reinforcement privately.

***General Background over the Technical System of the Interactive Whiteboard**

Smart board is a digital educational device, which will eventually substitute traditional blackboards and chinks in new generations.

Interactive whiteboard is a combination of the electronic technologies, software technologies and Internet technologies. It is the revolution to the old blackboards and chalk pattern that has lasted for hundreds of years in our country Libya. Smart board is a PC (personal computer) based input equipment, which connects the computer and the projector in order to serve a purpose of teaching. When the interactive whiteboard is connected with a PC and a projector, it can serve functions such as: writing, noting, drawing, geometric graphics, editing, printing and storing.

Interactive whiteboard will become mainstream equipment for teaching, meetings, remote education and information exchange in the future.

Features of this Technological Technique (Smart Board)

- * Applying special techniques as well as advanced and reliable technologies that can create an interactive environment for teaching and demonstration if it is connected with PC (personal computer) and projector under the support of dedicated software.
- * Electronic pen can operate you PC instead of mouse.
- *By using electronic pen, you can write, note, erase, copy, clone, replay and save files.
- *The upgradeable and expendable software can offer functions such as partially magnifying, partially editing, searchlight, replaying, calligraphy effect, camera, screen and customized template.
- *It also features high tracking accuracy, quick response and sensitive operation.
- *It also boasts of low reflection, high wear-proof, accurate focus, excellent projection effect and suitability for long time watching.
- *It can connect to one more laptops/tablets or any other electronic devices.

*It has touch screen technology, so you don't actually need a computer to access the basic functions.

***What can You do on the Smart Board?**

The tutor can manage a high interactive class through this technological technique. He/she has to prepare their lessons in short, clear and meaningful attitude one the laptop or computer with the use of illustrates symbols like pictures and portrayal drawings.

The teacher can enhance students to see and practice what he comprehended from the tutor by using this mechanism. He can develop the students skills of learning the English language-that is what we aim to achieve like (listening, speaking, reading and writing) in a successful, practical, modern and interactive way of teaching and learning the foreign languages.

The students will be more enjoyable, interest and more active when they see their learning curriculum visually, in a colored, transformed and comfortable way. Finally, we know that the revision of what the students have been earned and what has been explained in the class is a very successful way to test the students' comprehension, so this mechanism gives the opportunity to the tutor to play a role in a quick and efficient way.

***How can We Develop the English Language Skills of the Learners by Using the Smart Board?**

Teacher has to write the vocabulary or the symbols that need to be listened and accepted on the smart board in a colored and moveable design, then the sound track should be worked in a clear and arranged way from the native English speakers. When the sound track achieves its place and has been completed, the teacher should be responsible and should have the ability to replay it again and again until it becomes more understandable and comprehensible, so the students can see, hear and read the words/sentences/texts or paragraphs in a successful and effective way.

Secondly, they can pronounce it repeatedly until they reach their goal. Last but not least, the tutor can use recorder machines/aids to make students record what they listened and then compare his recorders to the provided sound track device of the English native speakers. To test the students, teacher can perform and create quizzes that depend on gap fill exercises or

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multiple choice questions, so the students will be able to see and fellow their classmates answers, consequently they can correct and share each other's responses, also they have the ability to revise something at the same time by using some technical devices on the smart board. In brief, the smart interactive technological white board is an extremely effective technical device that can enhance the amount of motivation, participation, interaction and self-confidence of the English language learners, alongside with the Net Support.

METHODOLOGY:

This qualitative study took place in Light-way school (private school), and Al-majd secondary school (public school) Khoms Libya. It was conducted on two different grades by interviewing the students in order to get the data needed.

The researchers selected 10 students from a Primary school in grade 6(The Light Way primary school). Their age range from 11 to 12 years old. These students attend regularly in the school. Smart board and Edmodo were used in the context of the Project-based approach.

Researchers selected 25 Secondary school students (Al-majd high school) of third year specialized in English language, whose age averaged around 16 to 17 years old from Al-Maged secondary school. Net Support was used to examine lab teaching in the context of the Project-based approach.

Data Collection Analysis**SPEAKING**

The methods and approaches that the researchers used in the teaching process in the context of the project-based approach

Communicative Approach**Audio-Lingual**

The process of practicing the project-based approach in teaching speaking: -

The researchers used the power point application to prepare the lesson for the reason of developing the students' competence in order to be more useful, effective and comprehensive. The lesson started by using

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communicative approach to divided class into group. Each group contains five students, gave the exercises through the use of audio-lingual method as this method gave basic to the spoke language and communication and helps the students. Gain more vocabularies, correctly pronunciation. The new vocabularies were taught through giving simple meaning to explain the difficult words. The researchers ask the students to pick the accurate meaning for the new vocabulary in order to facilitate language learning. The students of each group answer one question, the researchers recording. The students comprehended conversation, and there were communications and interaction. The conversation was given in role-play

The Steps of Explaining the Lesson:

- A- The researchers presented the planning curriculum education by using Scan to PDF picture.



الاسم : الاسم الثلاثي	الاسم : الاسم الثلاثي
Terry Phillips, Foma Tankard, Anna Phillips, Peter Lucanton	English for Libya
Alan Tankard, Carol Tabor and Lucy Norris	Secondary (13) English Specialization Language and Society (Skills Book A and B)

General Objectives
1- Students will extend their abilities to: <ul style="list-style-type: none"> a- Speak fluently in a variety of situations for a variety of purposes and audiences. b- Describe events, past routines and past abilities. c- Use talk to express and share feelings, ideas and opinions. d- Describe shapes and objects, and give directions. e- Narrate past actions or events in detail.
2- Give a chance to students to speak with clarity and use intonation when reading and reciting texts.

Figure 1: Curriculum presented as a PDF

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B- The researcher presented the picture of the students' book, which viewed is skill 'B' picture format.

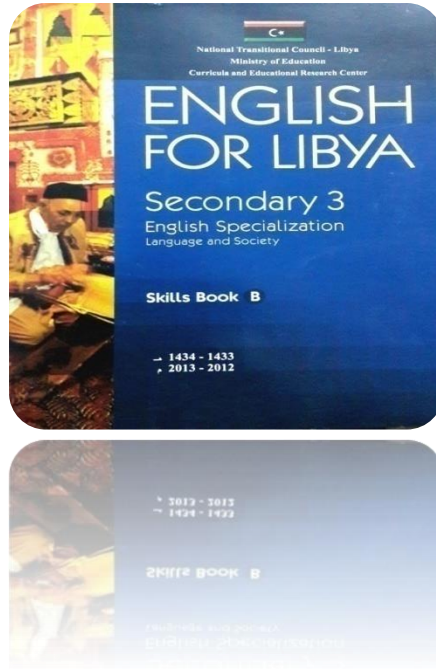


Figure 2: Students' book

C- The researchers gave general idea about the topic.



Figure 3: Topic

D- Presented new vocabularies.

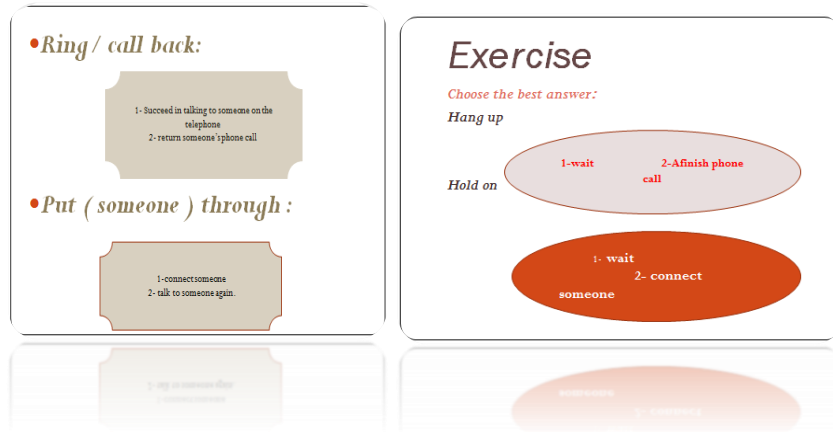


Figure 4: Presenting new vocabularies

E. A quiz. Presenting some exercises on power point application. Dividing the students into two groups and play the exercises as a game, so the students listened repeatedly from the teacher, then they were asked to answer the exercises.

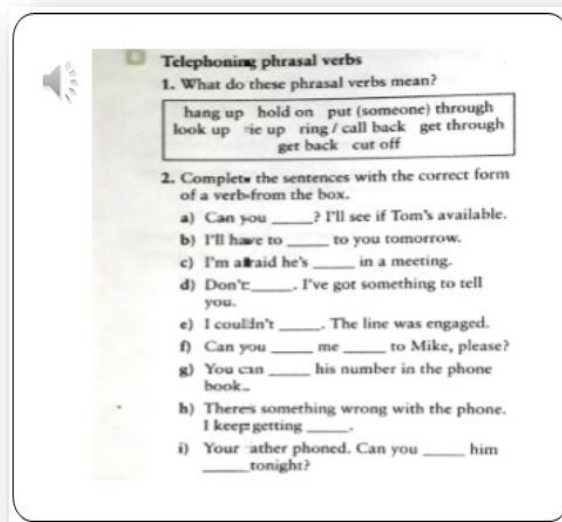


Figure 5: Quiz

The Deduction:

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The usage of games kept the students motivated to participate. The students became more active and the lesson was comprehended.

LISTINING:**The Methods and Approaches that Used in the Teaching Process in the Context of Project-Based Approach:**

Bilingual method.

Audio-lingual.

Communicative Approach.

The Process of Practicing the Project-Based Approach In Teaching Listening:

“Common to all versions of Communicative Language Teaching, however, is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviours, and for classroom activities and techniques.” (Richards and Rodgers, 1991:69)

The researchers used network support technology alongside to the power point application, to develop the students' competence in order to be more effective and comprehensive. In addition, the researchers used bilingual method to explain the lesson, as L1 (first language) was needed to explain the meaning of new words.

Network Support Technology was used, providing a computer to every student so they can repeat the lesson many times if needed. The audio-lingual method was used, by listening to CDs from native speakers, which is an effective way to acquire the part of the language successfully and comprehensively. Also the researchers recorded their voice through the recording devices to make them compare between the English native speakers and target English language learners.

The steps of explaining the lesson:

A –Presenting the planning curriculum education by Scanning

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Figure 6: Presenting the planning curriculum

B – Presenting the picture of the students’ book viewed in skill 'B' picture format.

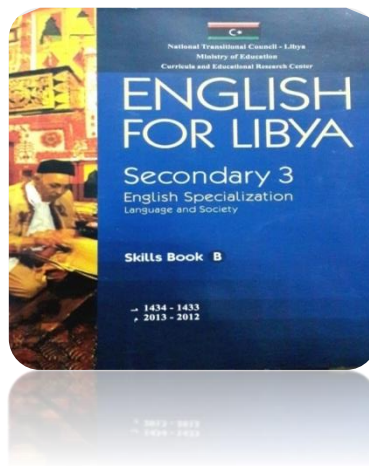


Figure 7: students’ book

C –Gave a general idea about the topic



Figure 8: The topic

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D – Testing the students by presenting some exercises on the network support, also using power point application. Also following the way of dividing the students into two groups and do the exercises as a game. The students listened repeatedly from the recoded native speakers, then they ordered to answer the exercises.

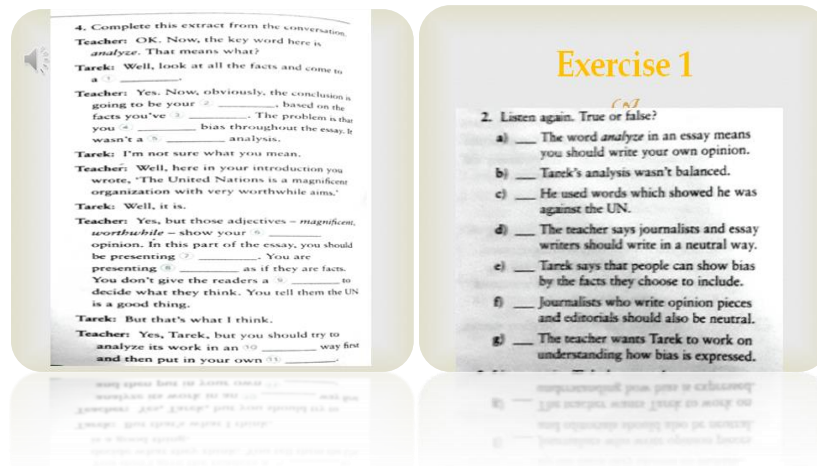


Figure 9: Exercise

The Deduction:

The researchers found that the methods followed were successful, and the students became more comprehensive and acquire the language in a good way when listening to native speakers.

Data Analysis

Analyzing the collected data, which is conducted by using two methods (interview and observation) that fit and considered to be available for earning and getting the required information.

The Interview:

The participants were students of the third year (Al-majd high school) specialized in English language. The total number of the participants were "25". All the participants were female, and their ages were between "16" and "17" years old. They were divided into two groups. They were 6 interviewees in group "A" and 11 interviewees in group (B). However, the first group which is A underwent a traditional method of teaching (without using technology, the second one "B" was evaluated through the using of

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information technology for instance, the use of power point, net work support, for teaching the field of English to enrich and expand their knowledge.

The responses of the interviewees of both groups:

Group " A " and "B" have chosen the technological techniques for T&L the EL. The reason was that the technological tools gave them more opportunity to gain a real knowledge, which has a long time learning effects. Their viewpoints towards the blackboards and chalks are passive, and invalid appliances, also it considered to be a terrible atmosphere which created trans the use of these traditional tools as well as to the crucial factor of their failing and effecting badly on their knowledgeable state in the system of studying the foreign language.

Thus, to improve the hypothesis of this research paper, the researchers have embarked the participants in to an exam; presented a lecture by following the systematic guiding book of teaching the English language alongside to using the information technology tools. After presenting the lesson through this realm, the researchers tested and evaluated the students' comprehension. The result was very satisfied and so optimistic of getting effective and creative students. Then to check students' verification of the information that they got into the previous lectures after an interval time, the researchers conducted a quiz using information technology tools, results were delightful and glorious.

The Practical Situations of Using the Edmodo (virtual class) EVC, to the Primary School

Edmodo, The researchers guided the students how to use it, Opens the teacher page.

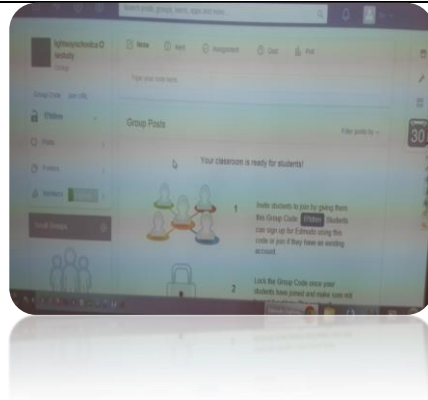


Figure 10: Edmodo

Then, the classroom is ready for students, the researchers invite students to join by giving them this group code *f7dhm*. Students sign up for Edmodo using this code, the researchers lock the Group Code once the students have joined. This code locks 14 days after group creation. Then, the researchers named the group *Light way school case study*.

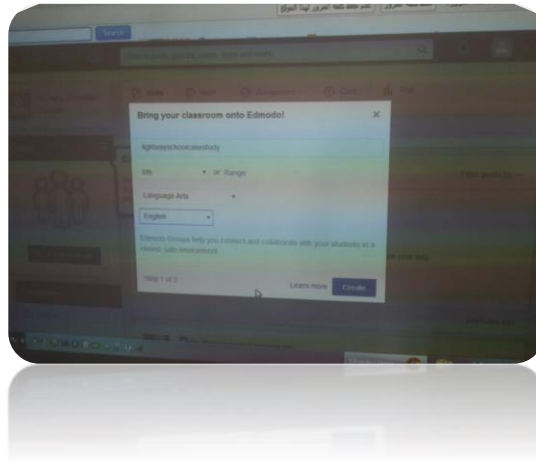


Figure 11: Edmodo

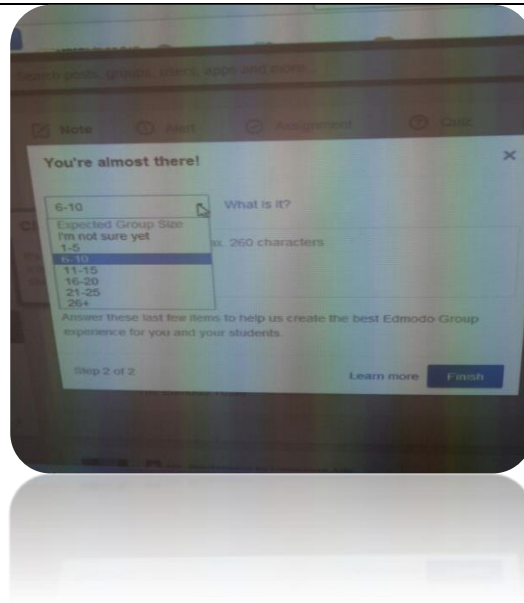


Figure 12: Edmodo

Selected the subject English, shares folders, create assignments, and get the classroom discussion going. The students signing up to Edmodo and dealing with Edmodo easily.

CONCLUSION

According to the findings of this research, which were mainly conducted to deal with the scarcity of teaching and learning competence in schools, the researchers found out that using technology inside the classroom is more effective than the traditional ways in teaching a foreign language .

In this research, the researchers used some technological, effective and modern techniques in order to produce a scientific English learners as well as creating a dynamic, comfortable and progressive interesting environment for the students, specifically the English students of secondary school grades.

In this research, the researchers provided information and general ideas about the project-based approach, network support technology then giving a detailed information and explanation about the process of practicing technology through the utilizing of project-based approach. The analysis suggests that the initial attempts to bring information technology to manage education following modern techniques and strategies more than the

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accustomed and the traditional and applying them to the learning context and objectives. This research aimed to apply and follow these techniques in understanding of new language which being taught and don't rely on one specific method. In this research the researchers tested and practiced the four linguistic capabilities and skills through project-based approach alongside to the use of information technology. The practicing of this resulted in that is impossible to teach everything related to language by following or using one method, also it showed that the professional English foreign teachers have to follow what we call the principled project-based approach where students are encouraged to be autonomous in their learning. As a result of the proposal research presented to the secondary and primary schools and the beneficial results that they got while working along the process of our practical part of this research work, so some private schools in Libya have begun building classroom facilities that incorporate information technologies in hopes to improve the system of teaching and learning the English language. Finally while the researchers used Net Work Support in the context of Project-Based Approach in teaching, students, has earned beneficial and effective results throughout practicing these methods in learning English language as a foreign language far away from the traditional tools as the blackboards and chalks that considered to be ineffective and passive methods of learning English language. The fluency of the students has remarkably increased when listening to native speakers; learners' motivation has increased due to the new learning style. Teachers got more space and time inside the classroom when involving technology in the teaching process plus having time to evaluate students individually.

RECOMMENDATIONS:

- 1/ Technology has so many options for fulfilling to keep students deeply engaged in learning.
- 2/ Using Edmodo program cant help students to participate online discussion and upload homework assignments.
- 3/ The researchers encourage the use of technology to provide a comprehensive outsource service in teaching.
- 4/ Using Smart board in teaching helps students to see, hear and read the words /sentences/ texts / paragraphs in a successful and effective attitude.

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5/ Network Support provides opportunities for teachers to share their practices and good ideas with their students to build a repertoire of successful activities.

6/ Edmodo program can provide connection between real life and schoolwork.

7/ Using Edmodo program into lessons and out of the classroom, teachers can encourage students to learn independently.

8/ Technologies like Smart board and Network Support make it easy for students to ask questions, find answers, and help other students to learn.

9/ Using games in teaching help students get instructions and practice before starting any activity, and make it more enjoyable and beneficial for students.

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