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Кваліфікаційна робота

РОЛЬ СУЧАСНИХ ПЕДАГОГІЧНИХ ТЕХНОЛОГІЙ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

БАРНИ ДІАНИ ВАСИЛІВНИ

Студентки _2__-го курсу

Освітня програма «Філологія» (мова і література англійська)
Ступінь вищої освіти: магістр

Тема затверджена Вченою радою ЗУІ
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Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology

THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH AS A FOREIGN LANGUAG

Master’s Thesis

Presented by: Diana Barna
a 2nd year student

Professional Education program:
Philology (language and literature English)

Thesis supervisor: Katalin Fodor,
PhD Associate Professor

Second reader: Katalin Hnatik
PhD Associate Professor

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CONTENTS

ЗМІСТ

INTRODUCTION

The area of language instruction is constantly evolving. Language classes nowadays are considerably different from those of the mid- to late-twentieth century. The emphasis on language education in the twenty-first century is no longer on grammar, memorization, and rote learning, but rather on using language and cultural knowledge to interact and connect with others throughout the world. Traditional ideas about education are making way to newer, more imaginative ideas about how we learn, teach, and gain information. Technology has been utilized to both aid and enhance (2013) language learning. It is currently uncommon to find a language lesson that does not make use of technology.

Educational changes help to the formation of new teaching techniques for the development of creative personality, shifting the authoritarian style of educational activity to a humanistic approach that takes into consideration the particular qualities of the young. Because foreign language is today a method of communication skills, mastery of foreign language speech activity is aimed not only at developing communicative competence (language, speech, sociocultural, cross-cultural, etc.), but also at education via foreign language. Because the world changes so quickly, employing new and advanced pedagogical tools is more than just a "trend," it is critical to the educational process. Recent studies and publications are examined. Speaking a foreign language has long been one of the primary responsibilities of foreign language methodology.

Since the world changes so quickly, employing new and advanced pedagogical tools is more than just a "trend," it is critical to the educational process. Recent studies and publications are examined. Speaking a foreign language has long been one of the primary responsibilities of foreign language methodology. Methodologists from all over the world, such as: Warschauer & Healey. (1998), Özdener & Satar (2008), Richards & Rodgers (2007).

The relevance of this study determines the gradual change of traditional teaching methods to interactive.

The *subject* of the research is the use of modern educational technologies in English lessons.

The *object* of research is modern educational technologies at the present stage of learning English.

The *main purpose* of this work is to analyze modern pedagogical technologies of teaching and learning English language, to identify and disclose educational opportunities for the use of innovative technologies in teaching and learning English, to uncover the

importance of computers and software in effective English education. To obtain this goal, the following things must be completed:

- demonstrate the computer's function in current communicative technology for teaching foreign languages
- demonstrate the variety of computer and software applications in effective English mastery, including the utilization of Internet information resources and the production of computer presentations in English.

The *practical value* of the study lies in the further application of interactive teaching methods in English lessons. The practical value includes the possibility of using interactive teaching methods in these lessons.

The *scientific novelty* of the research is the development of special interactive exercises using multimedia technologies and computer programs for teaching English in the secondary stage of secondary school.

The first part of the study introduces both modern educational pedagogical technologies to traditional. It describes the traditional approaches to language learning and introduces new pedagogical technologies..

The second part is dealing modern educational technologies. It explains different aspects of modern educational strategies.

The third part, with the help of a questionnaire, aims to collect data about the modern technology use of college students and it tries to obtain data about the role of modern devices in the four language learning skills: speaking, reading, listening and writing.

The methodology of early foreign language learning identifies a wide range of issues that are directly related to the teaching of this discipline in high educational institutions. She researches the most effective ways to solve them, using a wide range of research methods to obtain reliable scientific data.

The findings of the paper suggest that more than three-quarters of the participants use multiply technology in the process of learning English as a foreign language.

At the beginning of the research the following hypothesis were formulated:

– Not enough attention is given to modern devices in the language classroom.
– Learners use just a few language learning devices.

PART 1

COMPARISON OF MODERN EDUCATIONAL PEDAGOGICAL TECHNOLOGY TO TRADITIONAL

This chapter discusses language education approaches and methods, with a focus on the function of grammar in the various approaches and methods. Many authors have published books or textbooks on the subject, but most have addressed it in a unique way. A number of books have been suggested for putting the approaches and methods of language teaching in order: The Grammar-Translation Method, the Direct Method, Audiolingualism, the Natural Approach, and Communicative Language Teaching including Task-Based Learning are the main approaches and methods relevant for the development of grammar teaching, as described in Scott Thornbury's book How to Teach Grammar. Thornbury organizes the approaches and methods chronologically, emphasizing the importance of grammar in each approach or method.

1.1 A History Of Language Teaching

Bessie Dendrinos organizes the approaches and methodologies to language education in a very distinct way. Dendrinos begins by discussing the importance of the textbook in education before moving on to the educational value systems that apply to foreign language teaching: Classical Humanism, Reconstructionism, and Progressivism. Dendrinos outlines the Grammar-Translation Method and the Cognitive Approach under Classical Humanism. She outlines the Audio-Lingual and Communicative Approaches in Reconstructionism. The TaskBased Approach, the Process Syllabus, and the Procedural Syllabus are all mentioned in the Progressivism educational value system. Dendrinos always offers a typical syllabus sticking to the studied methodology when reviewing the various approaches and methods to language training. Dendrinos always offers a typical syllabus sticking to the studied methodology when reviewing the various approaches and methods to language training. She also makes some critical remarks, particularly about modern approaches to language training. As a result, several features of her book are also taken into account in this study report. Organizing language teaching approaches and methods according to educational value systems, on the other hand, may be confusing for most readers, and it does not allow for a chronological perspective, which, in my opinion, demonstrates the most clearly how the various methods and approaches came to be. A chronological view also reveals which trends sparked many breakthroughs in language teaching, particularly in grammar instruction.

Richards and Rodgers (2005) used this chronological ordering in their book Approaches and Methods in Language Teaching. Major trends in twentieth-century language instruction, Alternative approaches and methodologies, and Current communicative approaches are the three main sections of their book. Richards and Rodgers(2007) report on the beginnings of language

teaching, as well as the initial approaches and methodologies to language instruction, in the first half of their book. They also distinguish between the concepts of approach and method, as well as the relationship between the two. The Grammar-Translation Method, the Oral and Situational Approaches to Language Teaching, and the Audiolingual Method are then discussed. The second section looks at several techniques and methods for teaching languages. However, as the authors point out, the vast majority of them had no impact on language teaching in general. This is also true for modern teaching materials, such as the four ELT textbooks examined in this work, and as a result, the majority of these alternate methods and approaches are not covered in this study. The third section discusses modern communicative language teaching methodologies, including Communicative Language Teaching, the Natural Approach, Cooperative Language Learning, Content-Based Instruction, and Task-Based Language Teaching. Richards and Rodgers (2007) make the chronological history of the evolution of approaches and procedures quite plain, and this chapter has followed their lead in sequencing approaches and methods.

Further every method or approach is organized in essentially the same way by Richards and Rodgers (2007) : following a general introduction, they divide it into three main components, namely Approach, Design, and Procedure. Theories of language and learning that underpin the approach or method are presented in the Approach section. The objectives of the approach or method, as well as a representative syllabus, are detailed in the second portion, Design. The role of instructional resources, learner and teacher roles, and the sorts of learning and teaching activities are also explored.

Richards and Rodgers (2007) present typical classroom practices for the given approach or method in procedure. The other books mentioned above do not explain how the concepts and methodologies described were organized. The organization of the approaches and methods by Richards and Rodgers is quite logical, making it easier for the reader to follow the main arguments and understand that approaches and methods are made up of theories of language and learning that serve as the theoretical foundation, as well as appropriate teaching materials and procedures. As a result, Richards and Rodgers'(2007) technique of organizing the approaches and methods has been used in this work, while a number of other books and articles have been used to describe them as well. Diane Larsen-Freeman took a very similar approach to Richards and Rodgers (2007) in her book Techniques and principles in language education. This chapter also contains some of her book's insights.

Finally, it should be noted that this work does not cover all of the present language teaching methodologies and methods. Only those that have had a significant impact on mainstream language education and resources are addressed in depth. Most of the books

discussed in this chapter cover these standard ideas and strategies. These include, according to Richards and Rodgers:

• the Grammar-Translation Method

• the Direct Method

• the Oral Approach and Situational Language Teaching

• Audiolingualism

• Communicative Langue Teaching

• the Natural Approach

• Content-Based Instruction

• Task-Based Language Teaching

1.2 Modern pedagogical technologies in the educational process

There are several definitions of pedagogical technology, a word that has gained popularity in the previous decade, for example: Pedagogical technology is a systematic way of developing, implementing, and defining the entire process of teaching and learning, taking into consideration technical and human resources and their interactions, with the goal of optimizing educational forms (Green & Youngs, 2001).

- Educational technology is a system set and sequence of operation for all human, instrumental, and methodological tools utilized to achieve pedagogical aims.

- Pedagogical technology is a meaningful generalization based on the concepts of all previous writers.

Analyzing the definitions allows one to assign the criteria that are the essence of pedagogical technology:

- unambiguous and clear explanation of training objectives (why and for what?);

- content selection and structure (what?);

- optimal organization of the teaching process (how?);

- techniques and means of teaching (with what?);

- taking into consideration the required genuine degree of teacher skills (who?); - objective techniques for assessing teaching results (is it so?).

Diagnostic goal setting and effectiveness imply guaranteed achievement of the goals and effectiveness of the learning process;

- economy expresses the quality of pedagogical technology, providing a reserve of study time, optimizing the teacher's work, and obtaining intended academic achievement at short intervals;

Traditional technologies are based on an overtly illustrated teaching technique, and their usage requires the instructor to concentrate on the presentation of prepared instructional material.

In this instance, information is virtually usually delivered as a monologue. As a result, the primary issues are a lack of communication skills, an inability to acquire a comprehensive response from the student with his own appraisal of the discussed subject, and an insufficient inclusion of students listening to the general debate.

The classification of modern educational technologies is presented below:

Pedagogical technologies	Achieved results
Problematic teaching	The creation of issue situations in educational activity and the management of active autonomous activity of students to solve them result in creative mastery of information, skills, and cognitive abilities.
Multi-level teaching	The instructor has the chance to assist poor students; students must progress more quickly and deeply in their studies. Bright pupils demonstrate their talents, poor children are given the opportunity to succeed academically, and the degree of enthusiasm to learn rises.
Project methods of teaching	Work on these strategies allows students to enhance their particular creative capacities and take a more mindful approach to professional and social self-determination.
Research methods in teaching	It enables students to autonomously refresh their knowledge, to carefully examine the problem, and to provide solutions, which is critical in the construction of a worldview. This is critical for establishing the unique developmental path of each pupil.
Lecture Seminar Test System	Allows you to focus the data in blocks and show it as a complete, and control is accomplished through preparatory student instruction.
Technology of use in teaching play methods: role, business and other types of educational plays	Expansion of the horizon, cognitive active improvement, creation of specific talents and skills necessary in practical tasks, development

	of general educational skills
Training in cooperation (team work, group work)	Cooperation is defined as the notion of adults and children working together to produce activities. The core of the individual method is to go not only from the academic discipline to the student, but also from the student to the discipline, to go from the abilities that the student has, and to employ psycho-pedagogical diagnostics of the character.
Information and communication technologies	Change and endless enrichment of educational material, utilization of integrated courses, Internet access

Whatever pedagogical technology we use in the learning process, it is implemented through the class system; therefore the teacher's responsibility is to guarantee that each student is included in various activities. Educational technologies provide several chances for diversification and individualization of educational activity, with the ultimate goal of producing highly competent experts as a result of the educational process (Green & Youngs, 2001).

Of course, every instructor hopes that his or her topic piques the students' attention so that they can not only write lectures, but also comprehend what they write. As a result, making a student an active participant in the educational process is essential. As a result, the instructor need the following:

- Forget about the job of the informant; he must serve as the organizer, coordinator of the student's cognitive activity, and organizer of all instructional and cognitive activities in the classroom.
- The student's educational and cognitive activity must match to the educational content that must be studied; - As a consequence of the activity, the student must be able to independently arrive to any conclusions, so that he can obtain knowledge himself.

Systematic work with the active use of novel pedagogical technology improves student interest in the topic, educational activity, offers deep and hard learning assimilation, and develops students' thinking, memory, and speaking (Green & Youngs, 2001).

The circumstances for productive actions on the application of knowledge, their generalization and systematization, are an essential characteristic of education. As a result, numerous sorts of technology contribute to the development of students' cognitive and creative interests. However, the use of current educational and information technology does not imply

that they will totally replace conventional teaching techniques, but rather that they will complement them. After all, pedagogical technology is a set of procedures, methodical approaches, and modes of organizing educational activities that are based on learning theory and provide intended results. Today, in order to successfully give a modern lesson, one must consider a new stance, comprehend why and for what changes are required, and, most importantly, change oneself.

1.3 Concept of Modern Educational Technology Theory

Human civilization has entered the technology and Internet era, and education is no exception. Informatization and networking have bridged the gap among time and space, broadening possibilities and sectors for educational advancement. Current education must be linked with modern technology. It is especially critical right now to push for high-quality education. The core concept of modern educational technology was issued in 1994 by the American Educational Communication and Technology Association (1994). Educational technology is the idea and practice of designing, developing, deploying, managing, and evaluating learning materials and procedures.

Human society has reached the era of information and the Internet; Following the introduction of this theory into China, experts in our nation re explained contemporary educational technology in accordance with the features of the local educational system: In advanced education thought and theory, under the guidance of modern educational technology, to fully utilize modern information technology, through the design, the teaching and learning process, and resource development, utilization, management, and evaluation of theory and practice, in order to achieve teaching optimization. This statement highlights the significance of educational theory in directing and expanding teaching techniques, as well as pointing out the path for the application of educational technology (Hanson-Smith, 2001).

Modern educational technology theory is receiving increasing attention from educators all around the world, and it is also undergoing significant growth and improvement. Cognitive constructivism, learning constructivism, and radical constructivism are the key components of the current educational technology theory system developed by researchers from many nations.

Whatever theory they are, they are all aimed at assisting students to study and attempt to nurture and increase students' interest and initiative in learning. The process of student learning is considered as a process of self discovery, cognition, and interpretation of unfamiliar areas in this paradigm.

1.4 Role of Modern Educational Technology Theory

Practice is constantly guided by theory. We continually expand and improve current educational technology theory, which means we should have a complete and accurate grasp of it. The theory has been put into practice, and theoretical development and practical application have been intimately linked (Hismanoglu, & Hismanoglu, 2011).

Teachers can reposition themselves in the classroom using modern educational technology concepts. A teacher is an essential component of education and teaching practice. Teachers should be released from the constraints of the old mode of education, modify the cramming education notion, pay attention to guiding role for students, and boost students' learning passion based on the theory of current educational technology learning. At the same time, current educational technology theory raises the bar for instructors' personal traits (Hismanoglu, & Hismanoglu, 2011).

It is an urgent concern for educators to tackle the dilemma of whether instructors are competent to handle the operation of multimedia and the Internet and if they can keep up with the actual needs of teaching. Young instructors are more comfortable with information teaching methods, however many senior teachers may face numerous challenges in education and teaching. When confronted with such a predicament, the instructor transformed himself into a pupil. How to grasp these technical methods and serve the teaching profession is an essential issue for the vast majority of instructors (Hanson-Smith, 2001).

The current educational technology idea unleashes the potential of pupils, allowing them to freely cruise the ocean of information while incorporating the wings of science and technology. Through role transformation, current educational technology theory moves students to the center of the stage. They are no longer the passive recipients of knowledge, but rather the forefront of knowledge inquiry and application (Hismanoglu, & Hismanoglu, 2011).

Contemporary teaching technology theory also plays a role in curriculum optimization. The theory of modern educational technology emphasizes direction and practice. Based on this approach, it is vital to encourage curricular reform in Chinese institutions. There are several issues due to historical causes and the limiting of ideas, such as topic overlaps, a low proportion of practice courses in optional courses, and so on. This is incompatible with the educational ideals of quality education and creative education, which are at odds with China's strategic goals for talent development (Hanson-Smith, 2001).

Given the aforementioned issues, as well as the current educational technology idea, our university curriculum should prioritize the development of optional and practical courses while focusing on the fundamental curriculum. Allow pupils to have more independence in their grasp of professional information. Simultaneously, schools should improve links and attempt to

establish inter-school exchange courses so that students outside of the campus have broader interactions, extend their thinking, and broaden their views. Of course, this relaxation does not imply laxity, but rather a higher and more complete standard (Meidinger 2007).

The conventional school paradigm has been altered by modern educational technology philosophy. The campus, according to current educational technology theory, breaks beyond the traditional meaning of the fence and so on. There are several study locations available to students, allowing them to gain information at any time and from any location. Students can quickly travel the nation thanks to network technologies.

The traditional teaching method has experienced significant alterations as a result of current educational technology philosophy. Traditional perception of teaching materials, understanding material, consolidating and application of knowledge from several link order consistent combination of online education, tangible sound, not only has strong intuition, and be able to observe changes of internal micro globe and some items, make learners realize and grasp the meaning of a text(Başoğlu & Akdemir, 2010).

1.5 The Grammar-Translation Method

The Prussian Method was initially popularized in the United States by German professors Johann Seidenstücker, Karl Plötz, H. S. Ollendorf, and Johann Meidinger (2007). Grammar was used as a starting place for instruction, as the name suggests. The Grammar-Translation Method's concentration on extensive study of grammar rules, followed by application of the acquired principles in translation exercises, first into and then out of the target language, was one of its most important features. Writing and reading were prioritized among the four language skills, with speaking and listening receiving minimal emphasis. Students were expected to reach high standards in translating sentences, which were examined in written exams, therefore accuracy was an important component of this system as well. Learning in a classroom where the Grammar-Translation Approach was taught meant understanding the rules underlying sentence constructions, memorizing paradigms, analyzing sentences in their constituent parts, classifying them in terms of grammatical categories, and being able to produce new sentences using the grammar and vocabulary taught (Başoğlu & Akdemir, 2010).

Grammar was taught deductively in the Grammar-Translation style in a typical lesson, the grammar rule was first directly presented and then followed by translation tasks. Grammar was also taught in a methodical and ordered manner, as seen by the syllabus, which listed grammar topics in order of difficulty. The language used in class for explanations of grammar rules and instructions was the students' native language. In grammar activities, students were

required to apply the taught rule by completing already produced sentences and then creating new ones, demonstrating that they had grasped how the rule should be applied.

From the 1840s until the 1940s, the Grammar-Translation Method was very popular and dominating in Europe, and it is being utilized in modified form in some foreign language classes today, according to several authors(Holland, Kaplan & Sabol, 1999).

Students may find the method frustrating, yet it requires little of teachers in terms of qualifications, as the teacher really only has to grasp the principles of grammar. There is no language theory on which the procedure is founded or supported. This is because the method was borrowed from a time when Latin was the most prominent language, some 500 years ago, and no language instruction theory appears to have existed at the time. It's no surprise that the Grammar Translation technique was questioned in the mid- to late-nineteenth century, and a reform movement in Europe created the groundwork for other, at the time, novel ways of language education (Holland, Kaplan & Sabol, 1999).

We may now develop an analysis of grammar exercises after presenting the cornerstones of the Grammar-Translation Approach. In terms of examining grammar exercises, the Grammar-Translation Approach uses the following criteria:

- translation exercises
- deductive grammar teaching2
- L1 is used for explaining grammar rules
- focus on writing and reading skills
- typical grammar exercises: completing already constructed sentences, then formulating new ones, filling-in exercises, matching exercises, etc.

1.6 The Reform Movement

The discipline of linguistics was resurrected during the Reform Movement, and it was at this time that the discipline of Phonetics was established, bringing fresh insights into speech processes. The International Phonetic Association was founded at the same time, in 1886, and the International Phonetic Alphabet (IPA) was created to help people transcribe sounds. The advancement of language instruction was one of the association's goals, and an inductive approach to grammar teaching was one of its concrete assertions (Holland, Kaplan & Sabol, 1999).

The reformers thought that spoken language was primary and should be expressed in an oral-based technique, in contrast to the ideals of the Grammar-Translation Method. They also pushed for the use of phonetics findings in the teaching of foreign languages, and for the learner to hear the language before seeing it written down. They also advocated that words be taught in

sentences and that sentences be practiced in meaningful situations rather than in isolation, which is pertinent to this research report.

Applied linguistics, the study of foreign language instruction and learning, was founded on these concepts. None of the recommendations, however, was ever embraced as a method or a commonly accepted model of language education. There was a movement promoting naturalistic principles of language learning at the same time as the Reform Movement. The Direct Form, a natural method of language education, arose from this movement.

1.7 The Direct Method

This technique, which was developed at the end of the nineteenth century, disputed the Grammar-Translation method's perspectives on grammar education. F. Gouin, a language teaching expert, and other reformers attempted to develop a technique based on observations of children acquiring languages. The endeavor to teach a foreign language as though it were a first language is, nevertheless, not new. Montaigne(1895), for example, said in the 16th century that he was only spoken to in Latin during his earliest years of childhood because his father wanted him to learn Latin thoroughly. L. Sauveur (1826-1907), who taught mostly through rigorous oral engagement. In the late 1860s, his method became known as the Natural Method at his language school in Boston.

Sauver (1826-1907) and other proponents of this method claimed that if display and action were utilized to transmit meaning, language could be taught without translation or the use of the learner's mother tongue. In this paper, a German professor named F. Franke (2005) discussed the psychological principles of direct association between forms and meaning in the target language and gave a theoretical foundation for monolingual language instruction. He thought that the greatest way to teach a language to kids is to have them use it actively in class, and he was against tactics that centered on explaining grammar rules.

The learner was expected to pick up grammar like children in their native language merely by being exposed to it, inductively. In addition, no textbooks were utilized in the early years of education, and the teacher was the primary source of information. As a result, in contrast to the Grammar-Translation technique, which focused mostly on writing, a textbook utilized in the first years of instruction focused primarily on oral skills.

The Direct Method, on the other hand, was heavily criticized. The method, according to Richards and Rodgers (2007), failed to take into account actual classroom realities: for example, the Direct Method required teachers to be native speakers or speak with a native-like fluency. As a result, the method's success was contingent on the teachers' abilities.

By the 1920s, the Direct Method had mostly died out in Europe due to these factors. According to Henry Sweet(1985), a British applied linguist, the system provided advancements in teaching procedures but lacked a well defined methodological foundation. Sweet and other applied linguists argued that strong methodological principles should be used as the foundation for language instruction strategies.

1.8 The Oral Approach and Situational Language Teaching

Following the introduction of Anthony's revised model for describing methods and approaches to language education, Richards and Rodgers' revised model will be utilized to define the approaches and methods mentioned in this research study. First and foremost, two key twentieth-century approaches and methods, namely the Oral Approach and Situational Language Teaching, will be discussed. From the 1930s through the 1960s, British applied linguists created the Oral Approach. Harold Palmer and A.S. Hornby(1897), both British linguists, were two of the movement's most notable leaders. Their goal was to create a more scientific oral method to language education than the Direct Method, based on a systematic study of the principles and techniques that may be employed for language content selection and organization.

Grammar and vocabulary played a significant part in the Oral Approach. According to Palmer, vocabulary is a critical component of reading competency, and grammar is also important because it causes challenges for foreign language learners. He assumed that all languages shared the same universal grammar. The teacher's goal was to translate this universal grammar into a foreign language. The grammatical structures were grouped into sentence patterns, which should aid students in internalizing the rules of the target language's sentence structure.

The Oral Approach comprised of concepts of selection, gradation, and presentation in terms of teaching methodology. The principles on which the grammatical and lexical content is chosen are referred to as selection. Gradation describes how the content is organized and sequenced. Finally, presentation refers to the methods utilized to deliver and practice the material learnt in class. Richards and Rodgers (2004) point out that the Oral Approach should not be mistaken with the Direct Method: while both emphasize oral abilities, the Direct Method "lacked a systematic grounding in applied language theory and practice," according to Richards and Rodgers(2007).

SLT's fundamental purpose is to teach the four language skills, which is a goal shared by most language teaching methods and approaches. In SLT, however, the four talents are approached in a structured way. Furthermore, when teaching grammar and pronunciation, precision is valued, and errors should be avoided if feasible. The teaching of reading and writing

abilities is based on the automatization of basic structures and sentence patterns, which is done through speech exercises. A structural syllabus is the foundation for teaching in SLT. The syllabus contains a collection of English sentence structures and patterns. Furthermore, structures are always taught within sentences, and vocabulary is selected based on how well it fits the sentence patterns to be taught (Labrie, 2000).

Sentence pattern drills are a common sort of learning and teaching activity. The drills are set in carefully guided circumstances so that the student can confidently infer the accurate interpretation of what he hears. The utilization of concrete things, photographs, and realia, as well as the teacher's motions and gestures, are meant by scenario (Meskill, & Anthony, 2005). Learners have no input in what they learn, and their primary responsibility is to listen to and repeat what the teacher says. On the other side, the teacher acts as a role model and creates scenarios in which the target structure can be practiced. The teacher is viewed as a "skillful manipulator" who use inquiries, instructions, and other techniques to get accurate phrases from the students. Because the textbook primarily describes activities for the teacher to do in class, the teacher is critical to the method's success.

1.9 Audiolingual Method

The United States' involvement into World War II was one of the factors that influenced the development of the Audiolingual Method. Personnel who were fluent in foreign languages such as French or German were required. As a result, the government enlisted the help of American institutions to create foreign language programs for military personnel. Intensive oral drilling was one of the most important aspects of this "Army Method"(Richards & Rodgers, 2004).

Furthermore, as the United States became a global power, there was a growing demand for English teachers to teach immigrants and overseas pupils. The Audiolingual technique placed the greatest focus on "mastery of the formal qualities of language," or excellent grammatical habits.

Language was manifested by its basic phrase patterns and grammatical structures, and grammar, or'structure,' was the starting point of education. The majority of language instruction was done through extensive oral drilling and careful attention to pronunciation. The Audiolingual Method is remarkably similar to SLT, as can be shown. The two methods, as well as the approaches that underpin them, evolved separately. The American approach was intimately linked to American structural linguistics and its practical language applications, which was the most significant difference between the two systems (Richards & Rodgers, 2004).

1.10 Communicative Language Teaching

CLT can be traced back to modifications in the British language teaching tradition. The Situational Approach (see SLT) had reached the end of its usefulness, and "predicting language based on situational events" was questioned. It was generally criticized, according to Dendrinos (1992: 116) that forecasting which language students would need to employ in given scenarios was extremely difficult. Furthermore, it is difficult to predict which exact scenarios pupils will face later in life or which would be relevant in their future vocation. Furthermore, Noam Chomsky(1998) emphasized the importance of language's creative and unique potential in his book Syntactic Structures. British linguists at the time also saw language's communicative and functional potential as crucial in foreign language training and language teaching in general. They believed it was more beneficial to concentrate on communicative proficiency rather than grammatical structural mastery, as suggested by SLT and Audiolingualism.

According to Richards & Rodgers(2004), today's European and American language education specialists regard CLT as a strategy rather than a method that aims to teach communicative competence and incorporates all four language skills into communicative exercises.

The Communicative Approach's broad scope, as well as the wide range of teaching and learning procedures and exercises that are compatible with it, make it difficult to compare CLT to other approaches and methods: for some, CLT simply means teaching grammar and functions; for others, it means using classroom procedures such as pair or group work, in which a problem or information gap between the two parties must be bridged.

The curriculum's objectives for CLT include characteristics of communicative competence that are tailored to the learners' proficiency level and communicative requirements. The demands of learners are characterized in terms of four language skills: reading, listening, writing, and speaking, each of which is treated from a communicative standpoint. Wilkins (1983) separated the curriculum into two parts: semantic-grammatical categories and communicative function categories. His work was adopted by the Council of Europe and expanded in terms of the situations in which adult learners might typically be involved (travel, business, etc.), the topics of interest (education, shopping, etc.), the language functions learners might have to perform (requesting information, describing things, agreeing and disagreeing, etc.), the concepts used in communication (time, frequency, etc.), and finally the vocabulary and grammar required for performing these spees. Van Ek released the results in Threshold Level English.

The Threshold Level, according to Richards & Rodgers(2007), should "specify what was required in order to acquire a tolerable level of communicative competency in a foreign language, including the language components required". This type of syllabus, however, was

also criticized. Widdowson, for example, believes that the FunctionalNotional Approach exclusively deals with concepts and functions in idealized isolation, not with language in context. Conceptual syllabuses, he claims, "are notional rather than structural isolations, but they are isolates nonetheless." Such educational materials fail to recognize that communication occurs not through the verbal expression of concepts or functions as self-contained units of meaning, but rather through discourse, in which meanings are negotiated through interaction.

1.11 The Natural Approach

Tracy Terrell, a Spanish teacher in California, and Steven Krashen, a well-known applied linguist, created The Natural Approach. Terrell coined the term "Natural Approach" to describe a new approach to language training that she believes is more effective. With his famous theory of second language acquisition, Krashen provides the theoretical foundation for the Natural Approach. It was once thought that humans are born with the ability to learn languages. They co-wrote The Natural Approach, which they published together. The approach's main principles were that language was utilized in conversational circumstances without the assistance of the mother tongue, and that grammar instruction was avoided. The Natural Approach must be distinguished from the Direct Method, despite their resemblance at first appearance. They share the goal of simulating the settings of first language learning. The Natural Approach, on the other hand, places less emphasis on instructor monologues, direct repetition, and formal questions and answers, and more on precise construction of target-language phrases.

In the Natural Approach, the main focus of teaching and learning is input rather than practice. The input would subsequently be converted into output via innate mechanisms. The Natural Approach's central role in understanding connects it to comprehension-based techniques like the Total Physical Response Method (Krashen's, 1981).

According to Krashen's (1981) Natural Order Hypothesis, grammatical structures are learned in a predictable and natural order. He backs up this claim with evidence from first-language acquisition research. He goes on to say that the acquisition of a second language follows a similar natural order. Krashen (1981)explores the connection between input and acquisition in his Input Hypothesis.

Acquisition occurs best when learners are exposed to input that is "just beyond their current level of competence," according to him. This input, when combined with the circumstance, context, and the students' understanding of the world, is referred to as comprehensible input by Krashen (1981). The Affective Filter Theory is Krashen's (1981) fifth hypothesis. It states that a learner's emotional state or attitude has a significant impact on their

ability to learn. Learners' motivation, self-confidence, and anxiety all play a role in successful learning. As a result, in class, there should be a pleasant and secure atmosphere.

1.12 Content-Based Instruction

Content Based Instruction (CBI), which was developed in the 1980s, is based on the ideas of CLT and is a progression of it. The distinction between CBI and CLT, on the other hand, is in their focus. A typical CLT class focuses on providing students with opportunity to practice the newly learnt communicative functions. CBI, on the other hand, does not place a high value on functions or any other language component, preferring instead to give "priority to processing above preset linguistic content". Rather than "learning to use English," students "use English to learn it," according to Howatt(2005). The content of a CBI course is often organized on the subject matter to be taught, rather than a linguistic, grammatical, or other syllabus type CBI approach focuses on content education, it's straightforward to deduce that the teaching goal is to impart meaningful content to pupils. The subject matter is taught using language, and the language is learned "as a by-product of learning about real-world topic."

CBI is founded on two fundamental principles:

• People learn a second language more effectively when they utilize it to acquire information rather than as a goal in and of itself.

• Learners' needs for learning a second language are best met by Content-Based Instruction.

In school the needs of the learners are the teaching content of other subjects. Concerning the underlying theory of language Richards and Rodgers(2004) propose three basic principles:

- language is text- and discourse based
- language use draws on integrated skills
- language is purposeful

The first premise is that language generally comprises of more than single and isolated sentences in dialogue or texts as they occur in the actual world, as opposed to single and isolated sentences as practiced in some traditional language education activities. Text and discourse cohesion and coherence are key topics.

As a result, teaching texts like letters, reports, and essays, as well as speaking events like meetings, lectures, and conversations, makes sense(Jones, Fortescue, 1987).

To summarize, CBI is a method of teaching second languages that is considered one of the "dominant curricular approaches in language education" today, according to Richards and Rodgers. CBI is a development of the Communicative Approach, and it concentrates on the content to be taught rather than the language itself, as the name implies. As a result, language-focused educational exercises are frequently dismissed. Furthermore, teaching and learning

materials must be legitimate, that is, taken from the real world, such as magazine articles, newspapers, and other sources. Because textbooks contradict CBI principles, principles of this approach are rarely seen in textbooks. Nonetheless, teaching content rather than only language is now typical in most ELT textbooks. Furthermore, CBI allows for explicit grammar instruction, but the instructor must decide when to use it. Grammar exercises, as described in the four ELT textbooks, are not included in CBI, hence the approach will not be examined in this paper's textbook study. The textbook analysis will, however, take into account the notion of incorporating more than one skill into an activity (Jones, Fortescue, 1987).

1.13 Task-Based Language Teaching

The Task-Based Approach to language teaching was introduced in the 1980s and is a logical extension of CLT, as it draws on a number of CLT principles, including:

• Activities that involve real communication are essential for language learning

• Activities that use language to carry out meaningful tasks promote learning

These ideas are thought to be best implemented in class through tasks under the Task-Based Approach (TBA). TBA proponents say that involving students in task work provides a better setting for the activation of learning processes than form-focused activities, and hence gives better opportunities for language learning". The primary unit of organization and instruction in language teaching is the TBA language task (Jones, Fortescue, 1987).

A task is an activity or goal that is carried out using language, such as solving a puzzle, reading a map and giving directions, making a phone call, writing a letter, or reading a set of instructions and assembling a toy. The definition of a task varies from author to author, but a generally accepted definition is that a task is an activity or goal that is carried out using language.

The TBA is based on learning theories, but there are numerous assumptions about language theory that underpin Task-Based Language Teaching: first, it is assumed that the basic role of language is to make meaning, which is also represented in various forms of CLT. Skehan(2007) contends that when performing tasks, meaning comes first, because it is the task's conclusion in terms of content that is evaluated. Another TBA principle is that it includes structural, functional, and interactional language models.

For instance, structural criteria are frequently used to determine the linguistic complexity of activities, which is a highly conventional method of sequencing language training material. Others have recommended focusing on the task's interactional dimension: Pica, for example, distinguishes between interactional activity and communicative purpose. Another concept of

Task-Based Language Teaching is that communication is considered a crucial component of learning a second language. As a result, discussion is required for the majority of TBA duties.

The tasks to be completed by learners make up a task-based syllabus. Nunan (2007) suggests a curriculum that divides tasks into two categories:

• Real-world tasks, which are based on a learners' requirements analysis and reflect tasks that learners are likely to encounter later in life.

• Pedagogical tasks, which have a psycholinguistic basis in second language acquisition research and theory but may or may not match real-world tasks (Huang, 2013)

An example of a real-world task would be dialing a phone number. A pedagogical task would be an information-gap task, as stated on the following pages. Norris, Brown, Hudson, and Yoshioka (2002) provide instances of real-world tasks organized by themes. The theme "planning a vacation" is an example, and appropriate chores would be:

- decide where you can go based on the ‘advantage miles’,
- booking a flight
- choosing a hotel
- booking a room

Richards and Rodgers describe a traditional syllabus in contrast to a task-based syllabus in order to distinguish the two syllabus types. A traditional syllabus lists the topics covered in a language study under the following headings:

- language structures
- functions
- topics and themes
- macro-skills (reading, writing, listening, speaking)
- competencies
- text types
- vocabulary targets

Tasks' pedagogical importance "for developing dialogue and real language use in second language classrooms" is widely acknowledged, according to Richards and Rodgers (2004). The primary criterion for identifying the TBA in this paper's analytical section is tasks. The four ELT textbooks will be examined to see if any grammar activities, or tasks with a language focus, are present, as stated by Willis. If realia are utilized to primarily teach certain language structures, which is rare, the role of authentic material will be taken into account.

Finally, Richards and Rodgers point out that the belief that Task-Based Language Learning is more effective than other teaching techniques or methods for teaching a language

"remains in the domain of ideology rather than truth". Following a detailed discussion of TaskBased Language Teaching, the following two criteria for determining the TBA in grammar instruction can be derived:

• inductive grammar teaching

• tasks (teaching a grammatical feature)

Following a discussion of the most essential techniques and methods in foreign language instruction, the educational systems of Austria and Spain will be examined in the following chapter, along with the selections of the age levels of the Austrian and Spanish ELT textbooks used in this analysis.

PART 2

THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

The area of language instruction is constantly evolving. Language classes nowadays are considerably different from those of the mid- to late-twentieth century. The emphasis on language education in the twenty-first century is no longer on grammar, memorization, and rote learning, but rather on using language and cultural knowledge to interact and connect with others throughout the world. Traditional ideas about education are making way to newer, more imaginative ideas about how we learn, teach, and gain information. According to the American Council on the Teaching of Foreign Languages (ACTFL), technology has been utilized to both support and enhance language learning. It is currently uncommon to find a language lesson that does not include some form of technology.

2.1 Traditional Technologies

The literature and articles on new pedagogical technologies speak about a number of teaching methods. These methods are presented as innovative methods. There are various types of technologies currently used in traditional class- rooms. Among these are:

Computer in the classroom: Having a computer in the classroom is an asset to any teacher. With a computer in the classroom, teachers are able to demonstrate a new lesson, present new material, illustrate how to use new programs, and show new websites.

Class website: An easy way to display your student's work is to create a web page designed for your class. Once a web page is designed, teachers can post homework assignments, student work, famous quotes, trivia games, and so much more. In today's society, children should know how to use the computer to navigate their way through a website, so why not give them one where they can be a published author? Just be careful, as most districts maintain strong policies to manage official websites for a school or classroom. Also, most school districts provide teacher web-pages that can easily be viewed through the school district's website (Başoğlu & Akdemir, 2010).

Class blogs and wikis: There are a variety of Web 2.0 tools that are currently being implemented in the classroom. Blogs allow for students to maintain a running dialogue. They work a tool for maintaining a journal of thoughts, ideas, and assignments, as well as encourage student comment and reflection. Wikis are more group focused to allow multiple members of the group to edit a single document and create a truly collaborative and carefully edited finished product (Başoğlu & Akdemir, 2010).

Blogs allow the student to express their knowledge of the information learned in a way that they like. Blogging is something that students do for fun sometimes, so when they are assigned an assignment to do a blog they are eager to do it! If you are a teacher and need to find a way to get your students eager to learn, create, and inspire assign them a blog. They will love it (Başoğlu & Akdemir, 2010).

Wireless classroom microphones: Noisy classrooms are a daily occurrence, and with the help of microphones, students are able to hear their teachers more clearly. Children learn better when they hear the teacher clearly. The benefit for teachers is that they no longer lose their voices at the end of the day (Başoğlu & Akdemir, 2010).

Mobile devices: Mobile devices such as clickers or smartphone can be used to enhance the experience in the classroom by providing the possibility for professors to get feedback.
Mobile learning is how an individual learns using personal interactive technologies, such as a computer. A branch of mobile learning where students relate personal experiences to their learning is called performance support. More specifically, performance support is when a person relies on their personal technology for everyday tasks, such as using your cell phone to check the time or setting re- minders in your phone. Students would also agree that technology, in this case computers, allow for more control over their learning. The reasons that make mobile learning appealing is how versatile computers can be. These devices can be available anytime and anywhere and can also enable access to the Internet and puts a surplus of information at the user's fingertips. Some of the special characteristics that mobile learning presents to its users are portability, connectivity, speed, and accessibility. With benefits like these, mobile learning has the ability to offer more to education than has been available before. With easy access to the Internet, classrooms are more flexible to adapt to surrounding students who have different needs (Başoğlu & Akdemir, 2010).

Interactive Whiteboards: An interactive whiteboard that provides touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen. This not only aids in visual learning, but it is interactive so the students can draw, write, or manipulate images on the interactive whiteboard (Başoğlu & Akdemir, 2010).

Digital video-on-demand: Replacement of hard copy videos (DVD, VHS) with digital video accessed from a central server (e.g. SAFARI Montage). Digital video eliminates the need for in-classroom hardware (players) and allows teachers and students to access video clips immediately by not utilizing the public Internet. Online media: Streamed video websites can be used to enhance a classroom lesson (e.g. United Streaming, Teacher Tube, etc.) (Başoğlu & Akdemir,2010).

Online study tools: Tools that motivate studying by making studying more fun or individualized for the student (e.g. Study Cocoa).

Digital Games: The field of educational games and serious games has been growing significantly over the last few years. The digital games are being pro- vided as tools for the classroom and have a lot of positive feedback including higher motivation for students.

There are many other tools being used depending on the local school board and funds available. These may include: digital cameras, video cameras, interactive whiteboard tools, document cameras, or LCDprojectors (Başoğlu & Akdemir, 2010).

Podcasts: Pod-casting is a relatively new invention that allows anybody to publish files to the Internet where individuals can subscribe and receive new files from people by a subscription. The primary benefit of pod-casting for educators is quite simple. It enables teachers to reach students through a medium that is both «cool» and a part of their daily lives. For a technology that only requires a computer, microphone and internet connection, pod-casting has the capacity of advancing a student's education beyond the classroom. When students listen to the pod-casts of other students as well as their own, they can quickly demonstrate their capacities to identify and define «quality». This can be a great tool for learning and developing literacy inside and outside the classroom. Pod-casting can help sharpen students' vocabulary, writing, editing, public speaking, and presentation skills. Students will also learn skills that will be valuable in the working world, such as communication, time management, and problem-solving (Green, A. & Youngs, 2001).

2.2 A Brief History Of Instructional Technology In Language Teaching

In terms of language education technology, there have been two key phases: audio media and visual media.

The first instances of technology utilized in language instruction are audio resources. To begin with, audiotape has a long history that dates back to the late 1950s. The early audiotape machines were big and heavy, but they only became popular after that. With the introduction of the audiocassette in the 1970s, a huge effect was generated for the improvement of music language instruction. Following the widespread use of audio in the 1970s, audio language laboratories were established, allowing teachers and students to manage access to audio resources. Following that, in the early 1980s, new types of digital audio, known as audio compact discs or CDs, were released and soon became popular. In the 1980s, computer-based digital audio emerged as the last kind of digital audio (Gardner, 1985).

In conclusion, the growth of audio media in English training has resulted in interactive and widespread use of real listening resources, which is why it is still frequently employed in

language courses. Because hearing is such an important part of language acquisition, the introduction of audio media might be considered a watershed moment in the integration of technology into language training. That instance, according to Krashen's (1985) input theory, a significant quantity of understandable input (particularly through reading and hearing) is required at the start of language acquisition to enable learners gradually develop their understanding of the language system (Johnson, 1999).

On the other hand, all-encompassing listening exercises that allow kids to listen to materials including recognizable objects may be beneficial in establishing a link between reading and listening. As a result, audio technology should be employed interactively via computers and projection machines to supplement them with visual media, and it also allows students to listen to native speakers of the target language read passages. Today's textbooks provide instructors and students with substantial interactive audio materials (CDs) that promote the learning of new vocabulary and a variety of cultural factors, as well as actual knowledge of the target language. Furthermore, cellular phones and MP3 players are commonly employed as supplemental listening technology, allowing students to engage in listening exercises wherever they are. Visual media, particularly images and films, are important components of language training. Photographic stationary frames, whether in the form of slides or frames on a screen, are today one of the most widely used visual media (Hanson-Smith, 2001).

CD-ROM or videodisc these still frames were shown using a slide projector or an overhead projector. Despite the fact that they date back to the 1960s, they have evolved into a user-friendly technology. They had benefits for a certain situation. They are on the verge of becoming obsolete technologies due to their relative simplicity in technology today. Slides may now be made on computer media, allowing the teacher to use high-quality images, photos and different methods of structuring the slides for different groups of students (Johnson, 1999).

Beginning in the 1960s, motion video and television were also frequently used for a period of time. Teachers still utilize them in the classroom as appropriate, but instead of using separate devices, computers now have the technology to use all of them at the same time. With the use of the internet and computers, instructors and students have started to build highly comprehensive teaching based on instructional technologies, especially since internet use in educational contexts became so popular.

It's vital to note that computers are at the heart of the widespread usage of visual media. Since the 1960s, computers have been utilized for language instruction, particularly for visual media. As computers were more integrated into language education, a new phrase, Computer Assisted Language Learning, emerged (CALL). This 50-year history may be divided into three phases: behaviorist CALL, communicative CALL, and integrative CALL. Each stage relates to a

different degree of technology as well as a different approach to education (Hanson-Smith, 2001).

In the 1960s and 1970s, behaviorist CALL was utilized for educational reasons, according to Warschauer. He went on to say that, like behaviorist learning, this type of CALL employs repetitive linguistic exercises, particularly drill-and-practice. According to Warschauer, this paradigm is particularly popular in the United States, and the computer is viewed as an automated instructor who is never judgemental and allows pupils to study any topic independently. Richards, J. & Rodgers T. ,(2007)

The second phase, communicative CALL, developed in the early 1980s, just as behaviorist methods to language education were about to be rejected both theoretically and practically, and as newly launched personal computers (PCs) began to provide a variety of chances for individual study. Instead of directly teaching language forms, proponents of communicative CALL argue that computer-assisted instruction should focus on how to use forms, allow and encourage students to produce original utterances rather than attempting to communicate using predetermined language structures, and assist students in effectively using the target language for communicative purposes based on skills such as speaking and writing (Jones & Fort, 2014). Through communicative CALL, the focus was both on what students do by means of technological device and also on how students interact with each other or computer while studying.

Ignoring the fact that communicative CALL was acknowledged as an advanced version of behavioristic CALL, it began to face some significant challenges in terms of meeting evolving language learning demands. According to Warschauer and Healey (1998), communicative language teaching (CLT) theory, developed by the Council of Europe in response to changing needs of language teaching following the removal of European borders in the 1960s, was so entwined with computer use in language teaching that it necessitated a greater reconsideration of communicative language teaching theory and practice. Many instructors were shifting away from a cognitive approach to communicative education and toward a more interaction-based approach that prioritized the use of language in genuine social circumstances. Richards, J. & Rodgers T. (2007)

Task-based, project-based, and content-based methods all sought to immerse students in genuine situations by leveraging a variety of language learning and usage abilities. This resulted in a new perspective on technology and language acquisition known as "integrative CALL". He proposed that, using this strategy, learners learn how to utilize various technical instruments as part of the usual process of language acquisition, rather than visiting the computer lab once a week for different assignments (Hanson-Smith, 2001).

CALL is now often referred to as Information and Communications Technology (ICT). Computer Assisted Language Learning (CALL), the Internet, and a range of typical computer applications are examples of technologies under which the computers play a vital role. Furthermore, cloud, Twitter, Facebook, web quests, games, and mobile devices (tablets and smart phones) stand out as the most recent ICTs utilized for language learning/teaching (Hanson-Smith, 2001).

Figure 2.3.1 Stages Of Computer Assisted Language Learning (CALL) (Warschauer, 1996)

Stage	1970s-1980s: Structural/ behavioristic CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching Paradigm	Grammar-Translation & Audio-Lingual	Communicative Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse

2.3 Use of Technology in Learning English as a Second Language

This section discusses the broad usage of technology in the English language classroom and outside of the classroom. Technology may affect both formal and informal learning for students attempting to enhance their English language proficiency. Gordon's (2007) study provides an effective and comprehensive treatment of the notion of employing technology to aid language acquisition. "Many publications make compelling statements that technology may accelerate numerous additional changes in the content, techniques, and overall quality of the teaching and learning process," she writes in her article. Furthermore, her research discovered that "technology assists young learners by improving physical capabilities including such hand-eye coordination and fine motor skills."

Gordon's viewpoint is backed by Chapelle (2006) who contends that technology is critical in modern culture to pupils' general development of linguistic ability, within and without the classroom. "Most English as a l2 learning instructors would agree that their students need to practice English well outside classroom if they are to develop their communicative skills,". This 8 practice outside of the classroom has grown dramatically in the previous two decades, with pupils appearing to be considerably more engaged in the learning process when technology is included.

According to Chapelle (2006) changes in English language teaching have been "prompted by technology...the fact that computers were involved and that interacting with the computer often required them to use English at least part of the time, meant that the English they used was in some ways shaped by technology". Chapelle (2006) emphasizes in this definition that pupils in current classrooms and learning environments are more impacted by technology, which has even modified the way the English language is processed.

Cohen and Cowen (2015) both argue that technology has a significant and rising effect on the English as a second language classroom. This research has demonstrated that "the use of technology in the classroom may considerably help English language learners." Technology gives numerous options for students to communicate with classmates or other students in a different place. It enables pupils to participate in genuine learning challenges". Cohen and Cowen admission is one that drives the bulk of the larger thinking in the subject, with the conviction that technology can have a substantial and beneficial influence on student learning.

Various studies indicate the potential negative influence of technology in the teaching process, with the assumption that it may be a distraction and that teachers frequently fail to closely supervise what pupils are working on online (Kasworm, Rose, & Ross-Gordon, 2010). However, the literature has generally accepted that technology is not a passing fad and has had a profound impact on the development of students in the classroom setting, and thus the debate has shifted from whether technology should be assisted to how it can be assimilated to ensure the maximum success in the classroom (Bhatti, 2013).

2.4 Use of Technology in Reading and Writing

It is crucial to evaluate how technology has influenced the issue of English as a second language in general, as well as how it has developed certain strands of the learning process. This chapter briefly discusses how technologies are employed in reading and writing, as well as an outline of the applications that are used. The section outlines the research findings and their implications for the usage of specific technologies in reading and writing when learning English.

This has progressed from simple word processing applications to the usage of reading and writing English for Internet reasons. Word processing is the most fundamental sort of technology for reading and writing. According to Al-Harbi, "using technology has a good influence on ESL student reading and writing abilities utilizing a word processor, students build on natural linkages between reading, writing, and thinking." This is the conventional use of technology for the reading and writing strands, although there are also more advanced and current uses of technology for teaching these two aspects of English language acquisition.

Kasapoglu-Akyol, in a latest study, aimed to determine how pedagogical technology tools may aid to enhance language and communication skills for ESL learners at Michigan University, focusing on the international student community. The study's overall findings "indicate that students use electronic tools in their everyday lives for a variety of objectives, particularly education."

It is also evident that employing educational technology tools will assist both students and instructors in becoming more effective, efficient, and practical individuals in their lives". His work also emphasized the need of using technology to improve reading and writing abilities, especially for English students who were falling below their class or necessary level.

The research also supports the usage of word processing software to help pupils improve their reading and writing abilities. He observes that "word processors, even multilingual ones, are a fantastic tool to improve writing development and urge pupils to write."

This idea is supported by Peregoy and Boyle's (2005) study. Their research discovered that by employing devices to enhance their reading and writing abilities, pupils were able to learn English more effectively and quickly. Their research discovered that using the Internet (which employs English as its primary language, especially for ESL sites) helped students immerse themselves in the language significantly more often than traditional classroom teaching.

Students' capacity to use technology to access English language form and content both inside and outside of the classroom offers up a new channel of learning for them in today's modern and more linked global world. Based on these principles, it is evident that the use of innovation, including word processing tools, online bilingual dictionaries, and the usage of the Internet in general, may help students learn. There are indeed tablet programs (such as the iPad) that can assist learners with their ESL reading and writing needs, with more modern touch screen applications allowing students to practice their handwriting, trace letters, and gain confidence in their reading and writing skills (Warschauer, 1996).

Blogs have the potential to be a very useful tool for teaching writing in students' second language. Their ability to let users to publish and share their compositions quickly, simply, and with no computer experience offers up a variety of opportunities for l2 acquisition instruction.
Bloch shows how blogging might help college students improve their critical literacy and academic writing skills. In the study, a class blog was set up so that students could read and reply to each other's entries, which they could then incorporate in their research journals.

Bloch's narrative concentrates on Abdullah, a Somali student who arrived in the United States as a youth from East African refugee camps. Abdullah, like many "generation 1.5" immigrants (those who moved to a new nation before or during their early adolescence), felt

most at ease with vernacular English but struggled with scientific language. Initially, Abdullah used his vernacular fluency to write about his direct knowledge (Warschauer, 1996).

Later, as he became more at ease in the cohesive environment of the class blog, he was able to present and defend all sides of a plagiarism detecting Web site argument. Abdullah displayed "an ability to 'weave' the texts he had read with his own views, which might serve him well for finishing the course goals for academic writing" after additional blog writing on assessments of online papers (Weyers, 1999).

Thus according Grandzol and Grandzol, in an advanced English class, Wikipedia may be used as a platform for students to debate various ideas and perspectives regarding books they have read separately. Because these novels have only been discussed on the wiki, the debates are student-centered and student-driven (Weyers, 1999).

Taranto, Dalbon, and Gaetano also asserted that, while the wiki serves as a sort of moderator, the students are the driving force behind each conversation. "The participants question, challenge, and reply to one another in a fast-paced, equal-opportunity setting with which they are highly accustomed; this matches many of their social interactions on the Web outside of school," according to the researchers.

Teachers can also offer vital information on their educational resources and reading materials for students to use. They may also build forums for classroom discussion and publish assignments, exams, and quizzes to help them educate outside of the classroom. Teachers and students participate in topic-based conversations on this forum. Teachers might assign book reviews or encourage students to submit lesson comments.

Out of these instances, it is obvious that, according to the scientific data, the use of technology has a significant influence on reading and writing for ESL learners (Tuncok, 2010).

2.5 Use of Technology in Speaking and Listening

This final section of information discovery on the effects of innovation in the ESL classroom aims to investigate how technology is used in speaking and listening, the programs used, and what the research findings suggest about the use of given product in speaking and listening when learning English (Özdener and Satar, 2009).

The creation and spread of software for making, uploading, downloading, and playing audiobooks (i.e., podcasts) makes it easier than ever for language learners to make flexible use of a wide range of audio content. Hegelheimer and 13 O'Bryan did an assessment of podcast resources and technology for second language teaching, emphasizing one site, ESLpod.com, which contains over 500 free downloadable audio recordings grouped by subject and designed specifically for English language learners (Özdener and Satar, 2009).

Additional well before podcasts are available to boost academic listening skills, aid in listening exam preparation, give grammatical hints or address business English themes. As O'Bryan and Hegelheimer note out, podcasts may be a repository of classroom discussions or lectures for use outside of class to expand and enhance autonomous learning, in addition to providing listening resources for in-class usage (Saran, M. & Seferoglu, 2010).

There is an argument that technology was employed in the ESL classroom prior to the Internet, with primitive technology such as cassette cassettes and CDs allowing students to hear native English speakers, so increasing their general speaking and listening abilities in the ESL classroom. These technologies are clearly being employed to some level, and the CD, in particular, remains a key and important aspect of ESL learning. However, the research recognises that more engaging and personalized technology solutions have been developed to assist students in interacting with their English as a second language study (Weyers, 1999).

According to Nomass (1977) , there are numerous technological tools that can be used to enhance speaking and listening skills, along with "online English language learning Web sites, screen sharing language training courses, PowerPoint presentations, electronic dictionaries, conversing and email aggressive strategy, listening CD-players, and learning video-clips". His research presents a variety of technology instruments that may be utilized to assist in the development of English language skills, notably in the speaking and 14 listening parts (Tuncok, 2010).

Other technologies that may be used include video chat systems like Skype, which can connect ESL users with English native speakers in the same country or on a worldwide level. These technologies demonstrate the significant advancement in technology that may be utilized in the ESL classroom (and beyond) to assist improve and sustain English language acquisition (Warschauer, 1996).

There is always the belief that increasingly complicated technology, such as speech recognition software, can change second language acquisition. According to Zhao, (2003) "speech recognition and synthesis technologies show enormous promise for l2 learners." Text-to-speech applications, such as Leap Pad, allow students to listen to the pronunciation of words while reading the text". As a result, it is clear that technology has advanced significantly in recent years, from the relatively passive format of cassettes and CDs to speech scanning technology and the ability to use video chat programs to help students of English as a second language improve their speaking and listening abilities (Zhao, 2003).

Such points of view emphasize that, in addition to improving reading and writing, the use of technology tools has improved students' speaking and listening skills in the ESL classroom. Because of the wide amount of Smartphones and tablets, as well as the growing ESL

applications market, students can continue their English language learning outside of the traditional classroom experience, allowing them to immerse themselves in English for a lengthy span of time, contributing to the rise in learning as well as better involvement thru the technology (Gardner, 1985).

2.6 CALL : Beyond The Drills

According to Boyle, Flint Smith, and Eckert,(1976) while CAI has the possibility to be an essential educational tool, its usage is currently limited due to the expensive cost of hardware and the "intensive programming work required to support even a modest quantity of instructional material". Nonetheless, academics continued to explore for advances in computer technology that were likely to result in significant changes in educational procedures. Dunkel, for example, stated that "the use of computers' speech-generating power stands to make them effective second/foreign language instructors."

Similarly, Nagata concentrated on the examination of human language capacities not covered by earlier CALL software for the creation of Intelligent CALL. Other academics, on the other hand, began to go beyond the perceived benefits of computers and concentrated on new and future computer add-ons, such as the interactive videodisc. 19 Finally, several researchers examined the potential of new computer technology-enabled communication contexts (i.e., computer-mediated communication). (Gardner, 1985)

2.6.1 New Conceptualizations Of Advanced Multimedia Platform

Several early researches investigated the role of various methods of providing information via various media embodied in numerous modern instruments. Pederson, for example, argued that the efficacy of computer technology is directly tied to the amount to which it allows L2 instructors to effectively perform certain educational activities that may be difficult to do in other contexts. (Gardner, 1985)

Pederson differentiated the content of instructional software from the methods by which it is delivered. That is, different methods of delivering content reflect coding alternatives (e.g., color, sound, visuals, feedback, branching, and auto-control) that may become critical components in supporting teaching and learning. (Elsner, 2013)

Pederson went on to say that "since there has been little study on computer-assisted second-language acquisition, most judgments concerning coding possibilities are relied on intuition and extrapolation". Pederson studied the coding alternative of passage availability in order to measure the efficacy of manipulating coding options: whether the text is available or not

available for inspection while the learner answers formative assessments on a reading selection. (Green and Youngs,2001).

Pederson contended that there are no guarantees that when learners read from paper sheet, they would not look back at a chapter while responding to questions placed throughout the text. "The computer has the capability... of regulating whether learners may re-inspect reading sections," in comparison. According to the findings of Pederson's study, students who won't have access to the reading passage while answering formative assessments were able to recall more of the passage's material than students who did have access to the identical reading material while completing the questionnaire. Although such obvious evidence for his assertion, Pederson cautioned that "no coding aspect, namely passage unavailability, can be anticipated to be ideal for all second-language learners in all circumstances". (Elsner, 2013)

Computer science has also been used to examine L2 instructional practices. Bland, Noblitt, Armington, and Gay, (1990) for example, employed recently designed computer technology to study the degree to which L2 students depend on a one-to-one lexical match for word and statement translation (the naïve lexical hypothesis). They created a monitoring system to keep track of the students' dictionary and grammatical questions as they generated a document in the L2. These scholars paid special attention to inquiries based on the association of grammatical notions with lexical representations. According to Bland et al., "we need to develop direct linkages amongst learner questions and pedagogical explanations of associated grammatical, semantic, or pragmatic issues" in order "to assist students grasp that lexical representations and grammatical notions are mutually dependent" (p. 448). Bland et al. went on to say that a "CALL environment is particularly conducive to the establishment of such relationships because to the many and quick methods to obtain electronic information" (p. 448). Chun and Plass (1996) have offered some empirical data to support these assertions.

Chun and Plass (1996) investigated the effect of using multimedia comments in a reading material to improve vocabulary memory. The section was developed in a Macintosh multimedia software (CyberBuch) that displayed the text of an L2 German passage (762 words presented in 11 pages) on the right side of the display and audiovisual comments for up to 82 words on the left. The exam consisted of 36 vocabulary questions with adjustments have been made that were randomly assigned to one of three conditions (text only, text plus video, and text plus graphics). 21 The proportion of accurate replies (English equivalent of German term) for the three circumstances of text only, text plus image, and text plus video were 17.9%, 31.2 percent, and 23%, respectively, with statistically significant differences for all comparisons.(Ehsani and Knodt,1998)

Grace investigated the potential educational benefits of multimedia environments on the recall of French terminology among English-speaking learners in a similar research. Computer science has also been used for functions such as evaluation and testing. Dunkel, for example, stated that a possible usage that has gotten significantly less attention is computer-assisted or computer adaptive testing (CAT) .

Dunkel suggested that CATs give significant benefits to instructors and administrators, including "a reduction in testing time, a drop in test boredom and irritation, quick analysis of findings, self-pacing, the need for fewer test administrators, and increased security". Following mid-1980s developments in computer technology (e.g., increased hard disk capacity; marketability of CD-ROM and videodiscs), Dunkel developed the first prototype of a test of purpose of training language learning (i.e., without involvement). (Chun, & Plass,1996).

PART 3
EXPERIMENTAL RESEARCH

The field of language education is ever changing. Today's language classrooms are vastly different from that of the mid - to late- 20th century. The focus on language education in the 21st century is no longer on grammar, memorization, and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe. There is an increasing pressure exercised by the advancements of technology on education. Recently the use of technology for teaching has become an integral part of successful learning and teaching languages in many parts of the world. Traditional notions of education are giving way to newer, more innovative ways of thinking about how we learn, teach, and acquire knowledge.

The American Council on the Teaching of Foreign Language noted that technology has been used to both assist and enhance language learning. It is now rare to find a language class that does not use some form of technology.

This section aims at bringing together the research outcome and evaluating them in the perspective of the findings of the larger evaluation of the research literature that took place in the second chapter. The study's main goals were to analyze how participants react to different technology use in the ESL classroom, whether students are more comfortable learning English by using multiple technologies in the classroom, if there were any forms of technology that students favored in the ESL classroom, and how students used technology to help their learning abilities in the ESL classroom.

The primary objective of this research was to identify undergraduate students' attitudes and behaviors concerning motivation and technology in the English as a foreign language classroom. The following research questions were posed in order to accomplish this goal:

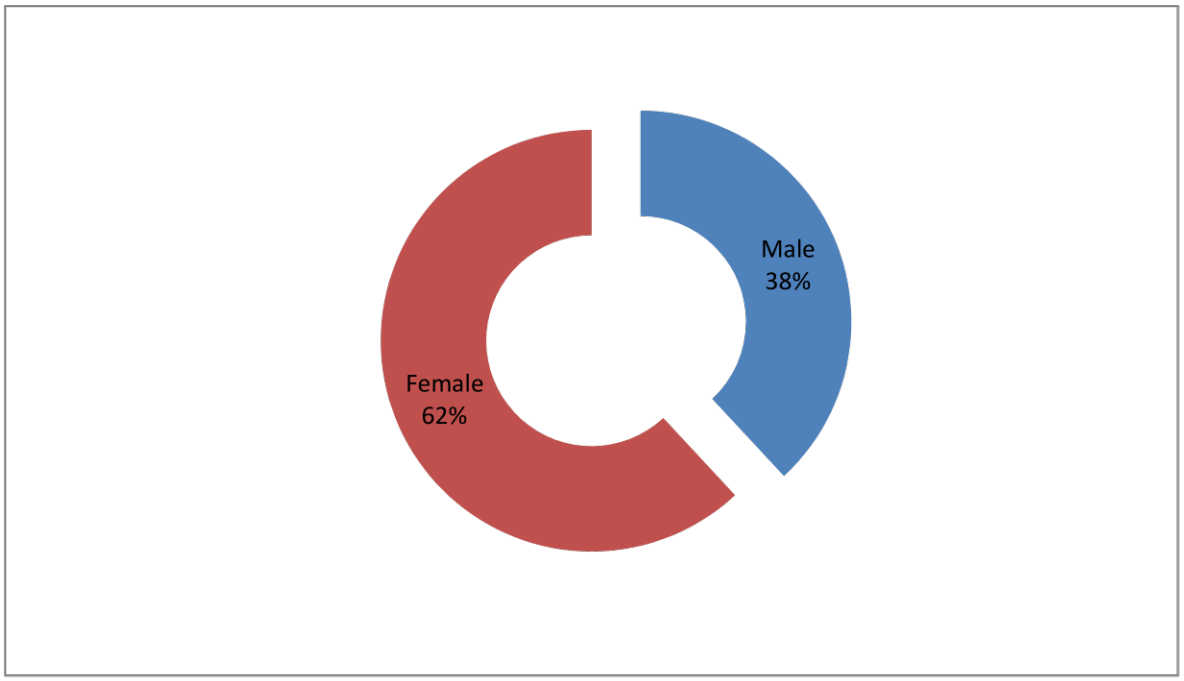
- Which technologies are used by ESL students? What is the frequency?
- What do college students, especially non-English majors perceive the benefits of multiple technologies to be on their EFL learning?
- How does technology affect different language skills like reading, speaking, writing and listening?
- Do the attitudes of these students differ by gender and technology comfort levels?

This study intends to investigate the usage of technology and its possible influence on the learning process with English as a Second Language. The goal of this study is to look at how college students who study English as a second language utilize technology and how they feel about technology.

3.1 Participants

In the research sixty-three students took part, from Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. Out of 63 participants twenty-four were boys and thirty-nine were girls. The students were aged between 17 and 21. The samples are not English major students, but most of them have been learning English for 10-13 years. First of all, the students were chosen for the study by their age, as they should be able to formulate informed assertions, claims, and justifications using accurate, adequate, and appropriate primary and secondary information, debate, and broadcast communication tasks, use several strategies for earning. Second, higher educational institutions more attention is paid to foreign languages.

Figure 3.1.1 The Gender Percentage of Participants



1.2 Research Instruments

To collect information about the participants' attitudes towards the use of technology in the process of second language acquisition, they were asked to fill in a questionnaire which was designed especially for them. It was divided into two parts. The first part deals with the learner's critical thinking ability. The second part concentrated on vocabulary learning strategies. The questionnaire was designed with the help of a study of 'Attitudes towards the use of technology among college students who study English as a second language (ESL) '[12] This type of investigation were made because questionnaires are relatively cheap and can obtain a relatively large amount of information from a large group of people without consuming a lot of time, since

this method of investigation does not require the researcher presence. The questionnaire mainly consists of Likert Scale questions, which requires the participant to select a rating on a scale from ‘very helpful’, ‘somewhat helpful’, ‘a little helpful’ to ‘not helpful at all’. Unlike ‘yes or no’ questions, Likert scale gives a deeper insight into what participant think and feel. This method of investigation considered to be one of the most popular types. Other than that there are open-ended questions which help to see the topic from the participant’s perspective.

The first part of the questionnaire starts with some general questions about the participant age, gender, how long the participants have been learning English, whether they like it or not. It gives some background information about the participants. Besides that the there are six Likert-scale charts and three open-ended questions. The first and second Likert-scale charts attempt to gather general information about the participants’ frequency of technology use in second language learning. The items had to be rated from ‘daily or almost daily’, ‘a few times a week ‘about weekly’, ‘a few times a month’, ‘about monthly’, ‘a few times a year’ or ‘never or almost never’. The other four Likert-scale charts deal with the four skills: reading, speaking, writing and listening. It helps to evaluate the four different skills and how are those affected by technology use.

3.3 Procedure of the Research

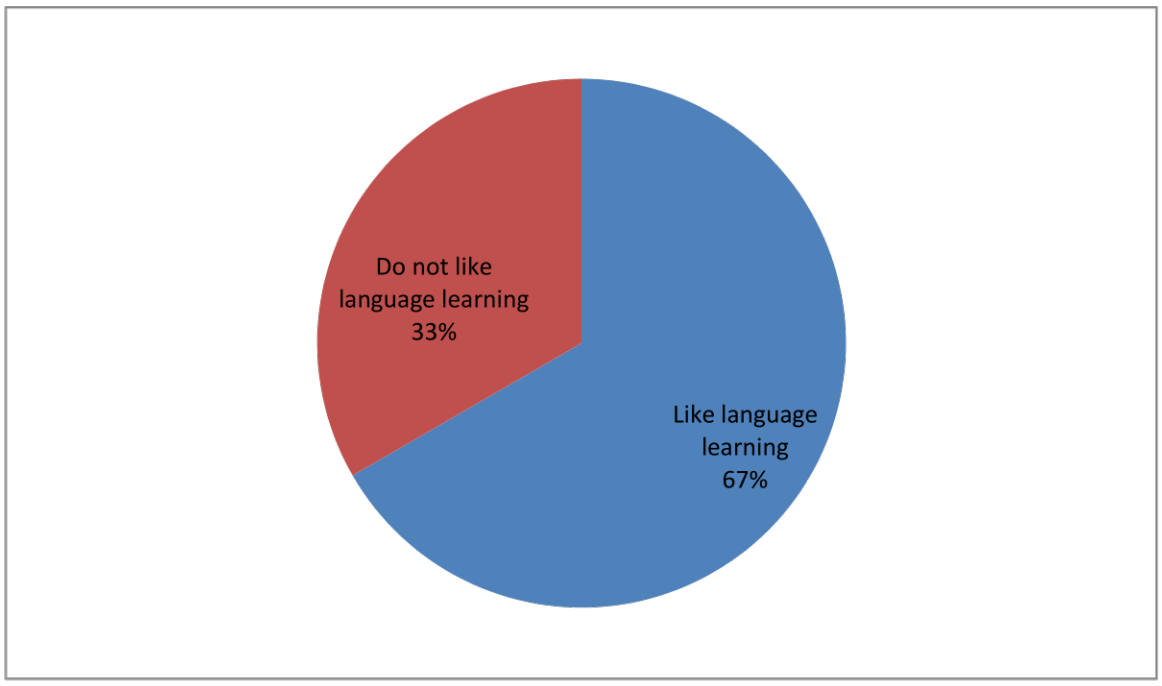
The questionnaire was sent out to the first, second and third-year students of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education, at the middle of the second semester of 2021-2022. Having explained what to do, the students were asked to complete the questionnaire (see Appendix 1). The process of the research was simple. The questionnaires were sent out to the participants and it took them one or two days to send back. Science the researcher was not present to give the necessary instructions and help if any difficulties might occur, it was translated to Hungarian and all needed information and instructions were added to the questionnaire. After filling in the questionnaires, they were collected and analysed.

3.4 Findings

At the very beginning of the questionnaire the participants were asked to indicate whether they enjoy or do not like learning English. They were also asked to give reason to their answers. From the total of fifty-one participants only eleven subjects said that they do not like learning English (Figure3.4.1).A total of 67% or approximately the three quarter of the students like learning English as a second language. It is a rather positive result. Only 33 % of the participants claimed not to like language learning. When they had to explain why it is so, such responses were given: ‘It is a very difficult language’, ‘I don’t like this language,’ and ‘It is a complicated language’

and ‘I like learning English,’ ‘We don’t have enough English classes,’ ‘I’m not a good language learner,’ ‘I don’t like the process, but I still have to learn it.’ Out of the nine participants three were boys and six were girls. The key words or phrases, when giving reason of their dislike toward the English language were the following: ‘hate,’ ‘difficult,’ or ‘complicated.’

Figure3.4.1 Students’ behavior towards language learning.



The three-quarters of the participants enjoy learning English. For instance their answers contained: ‘My favorite band is an English speaking one, so I have to understand them,’ ‘I like to understand everything that I hear or read on the net,’ ‘It allows me to communicate with people from all around the word,’ ‘I like to watch You Tube videos,’ ‘I like to watch series in English,’ ‘I like learning languages,’ ‘It is important to speak a foreign language,’ ‘It might come handy when travelling’. The key words and phrases were: interested in watching English films, net, YouTube, useful language, worldwide language, communicate with other people, enjoy learning languages, beautiful language, one of the most important languages. The upper mentioned answers lead to the believe that the biggest motivation for children to learn English is that it is a global language, allows them to communicate with people from different countries and to understand foreign mass media, movies, music and videos.

The main part of the questionnaire concentrated on the attitude and thoughts of the students regarding the use of technological devices and the frequency by which it is used in the language learning process. The questions were asked in a Likert scale table. The results of the

first Likert-scale chart which aimed to collect data on the frequency of use of the technologies for improving their knowledge and skills in learning English. Among the most frequently used items were:

- Word Processing (i.e. MS Word, Google Docs)
- Audio Recordings (i.e. CD, DVD)
- Video Recordings (CD, DVD)
- Online Audio and Video Tools (i.e. Podcasts, YouTube)

The upper mentioned items are used daily or almost daily. The students tend to use it on a regular basis in or outside of the classroom. From the eleven Likert-scale statements the least popular answers were the following:

- Pronunciation software
- Web Sites (i.e. Spelling City)
- WordBingo, Sentence Builder, StoryKit)
- Computer software for learning English (i.e. Reading Smart, DynEd software)

These items were selected as the least frequently used ones. They are used a few times a year or almost never used.

Figure3.4.2 The frequency of technology use by students.

Frequently used items	Rarely or almost never used items
Word Processing (i.e. MS Word, Google Docs)	Pronunciation software
Audio Recordings (i.e. CD, DVD)	Web Sites (i.e. Spelling City)
Video Recordings (CD, DVD)	WordBingo, Sentence Builder, StoryKit)
Online Audio and Video Tools (i.e. Podcasts, YouTube)	Computer software for learning English (i.e. Reading Smart, DynEd software)

The last item of the first Likert-scale chart required mentioning other devices or sites that were not mentioned, but the participants use them. Among the answers were: 'Netflix', 'Grammarly', 'TikTok' and 'Duolingo'. Netflix – is a streaming service that offers a wide variety of award-winning TV shows, movies, anime, documentaries mainly in English. Grammarly – is an application that reviews spelling, grammar, punctuation, clarity, engagement, and delivery mistakes. TikTok – is a video-focused social networking service owned by Chinese company. It hosts a variety of short-form user videos. Duolingo is a language-learning website and mobile app based in the United States. Customers use spaced repetition to develop vocabulary, grammar, and pronunciation. Written translation, reading and speaking comprehension and short stories are examples of exercises. Thus, Duolingo and Grammarly are

direct language learning platforms, which are meant to be used to acquire a foreign language. TikTok is social media application which cannot be directly used as a language learning tool. Netflix is also not a direct language learning platform. The movies and series can serve as audio and video source, which can be helpful when improving listening skills mainly.

The second question presented the students with the statement that they have been using technology to help them improve their knowledge and learning English skills. The students were asked how frequently they used the tools.

While the answers to the first question were largely positive, there was also the perception that their teachers did not use all of the technology tools available in the classroom with students. In the second question, students were asked to remark on how frequently ESL instructors used or requested pupils to use technology tools like as Word Processing, Presentation software, ESL lesson smart-board, Computer Software, Audio Recording (CD or DVD), Video Recording (CD or DVD), Online Audio and Video tools (Podcast, YouTube), Web sites, Social Networking, Tablet, E-book, and Pronunciation Software. Daily, a few times a week, nearly weekly, a few times a month, a few times a year, and never were the Likert-scale's options.

Figure3.4.3 The frequency of implication of technology by teachers.

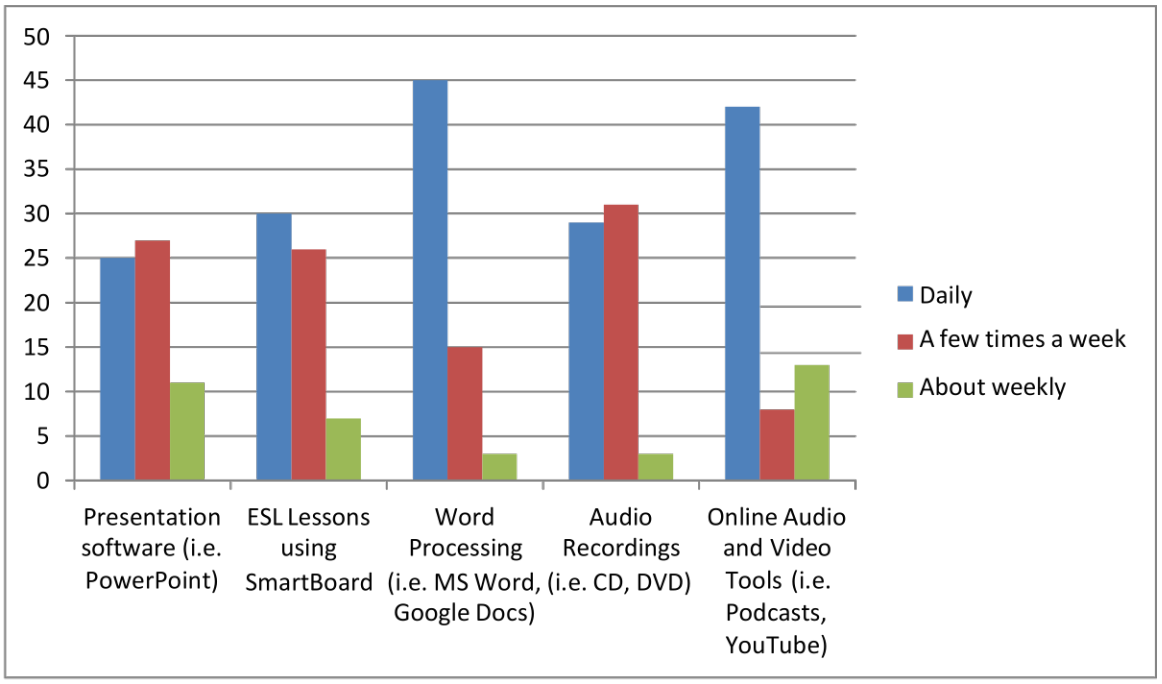
Frequently used items	Least frequently used items
Presentation software (i.e. PowerPoint)	Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)
ESL Lessons using SmartBoard	Computer software for learning English (i.e. Reading Smart, DynEd software)
Word Processing (i.e. MS Word, Google Docs)	Web Sites (i.e. Spelling City)
Audio Recordings (i.e. CD, DVD)	Social Networking Sites (i.e. Facebook, Twitter)
Online Audio and Video Tools (i.e. Podcasts, YouTube)	Pronunciation software

The results (Figure3.4.3) imply that the most frequently used tools used by both students and teachers are: Presentation software (i.e. PowerPoint), ESL Lessons using Smart Board, Online Audio and Video Tools (i.e. Podcasts, YouTube), Word Processing (i.e. MS Word, Google Docs), Audio Recordings (i.e. CD, DVD). The least frequents are: Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit), Computer software for learning English (i.e. Reading Smart, DynEd software), Web Sites (i.e. Spelling City), Social Networking Sites (i.e.

Facebook, Twitter). However, only a small amount of the participants mentioned the usage of e-books, talking e-books or talking books. This conclusion may imply that ESL instructors should incorporate more e-books into the ESL classroom or coursework.

After analysing the students' response it can be stated that results of the first and second Likert-scale charts are very similar. According to the data, the majority of research participants employed technology to improve their English language abilities. The proportion of respondents was favourable about the usage of Presentation software (i.e. PowerPoint), Word Processing (i.e. MS Word, Google Docs), Online Audio and Video, and Social Networking, and they used them regularly to increase their expertise in acquiring English abilities. (Figure3.4.4)

Figure3.4.4 The most frequently applied devices in SLA and SLT.



The third Likert-scale chart attempts to collect data to what extent do technologies are helpful for improving ones writing in the English as a Second Language (ESL) course. They were questioned regarding the usage of Word Processing, Presentation software, ESL lesson smart-board, Computer Software, Audio Recording (CD or DVD), Video Recording (CD or DVD), Online Audio and Video tools (Podcast, YouTube), Website, Social Networking, Tablets, E-books, and Pronunciation Software and their helpfulness in improving their writing skills.

The participants had to rate different items from very helpful, somewhat helpful, a little helpful or not helpful at all. The findings from the 63 participants were largely favorable, with the majority of students saying that most technology tools were quite beneficial in developing their writing abilities. In the field where the participants could mention other items, the most

frequent was Grammarly.

Figure3.4.5 The impact of technologies on writing skills.

Very helpful/ Somewhat helpful	A little helpful/ Not helpful at all
Word Processing (i.e. MS Word, Google Docs)	Pronunciation software
Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)	Video Recordings (CD, DVD)
Social Networking Sites (i.e. Facebook, Twitter)	Online Audio and Video Tools (i.e. Podcasts, YouTube)
e-books, talking e-books, talking books	Computer software for learning English (i.e. Reading Smart, DynEd software)
ESL Lessons using Smart Board	Audio Recordings (i.e. CD, DVD)

The results show that Word Processing, Tablet PC or Smartphone Apps, Social Networking Sites, e-books, talking e-books, talking books, ESL Lessons using Smart Board were viewed as the most important tools for learning in the ESL classroom. In total, 43 (68%) of the participants reported that the upper mentioned tools were very helpful for improving English writing skills, while 20 (32%) of participants chose that is somewhat helpful. This demonstrates that the majority of students thought that they helped their writing skills.

Also the Pronunciation software, Video Recordings, Online Audio and Video Tools, Computer software for learning English, Audio Recordings were marked as little helpful or not helpful at all. Out of the 63 participants only 6 (13%) stated that these are not helpful at all and 55 (87%) participants claimed that the items were a little helpful.

The fourth Likert-scale asked students whether their usage of technology helps them improve their ESL reading abilities. Overall, 46 (73%) of participants said that using Word Processing, Presentation software, e-books, talking e-books, talking books were very beneficial, while 17 (27%) said that utilizing Social Networking sites was very good for reading abilities. The results of the fourth chart suggest that among the most popular and helpful devices are:

- e-books, talking e-books, talking books
- Web Sites (i.e. Spelling City)
- Web sites
- Computer software for learning English (i.e. Reading Smart, DynEd software)

Based on the participants' answers among the least popular items for reading skills improvements were:

- Pronunciation software
- ESL Lessons using Smart Board

The sixth question asked if students' usage of technology in the ESL classroom enhanced their speaking skills. In total, 44 (70%) of participants reported that Online Audio and Video tools were very helpful, while 40 (63%) of the participants commented that Video Recording was very helpful. Thirty-eight (65%) of the participants indicated that Pronunciation Software was very helpful, and then 35 (55%) of the participants reported that Audio Recording was beneficial for speaking competence. That is, audio and video resources enhance speaking abilities in order to assist ESL students in improving their language skills.

Figure3.4.6 Speaking Skills

Very helpful/ Somewhat helpful	**A little helpful/ Not helpful at all**
Online Audio and Video Tools (i.e. Podcasts, YouTube)	ESL Lessons using SmartBoard
Video Recordings (CD, DVD)	Word Processing (i.e. MS Word, Google Docs)
Audio Recording	Social Networking Sites (i.e. Facebook, Twitter)
Pronunciation Software	Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)

Question six asked students if their usage of technology helps them improve their listening abilities in the ESL classroom. In all, 44 participants said online audio and video (Podcast or YouTube) was very useful in improving their language skills, whereas 50 (80 percent) said audio recording was extremely helpful. Video Recording was mentioned by 46 (75%) of the participants, while Pronunciation Software was mentioned by 42 (68%) of the participants. The results continued from the previous question, but were received with a more favorable response in this statement, emphasizing that listening abilities may be more suited to the notion of learning through technology.

Figure3.4.7 Listening Skills

Very helpful/ Somewhat helpful	A little helpful/ Not helpful at all
Online Audio and Video Tools (i.e. Podcasts, YouTube)	e-books, talking e-books, talking books
Video Recordings (CD, DVD)	Web Sites (i.e. Spelling City)
Pronunciation software	Computer software for learning English (i.e. Reading Smart, DynEd software)

The seventh, eights and ninth questions are open-ended. Those questions centered on participants discussing how their skills and abilities in learning English have benefited from the use of technology, whether respondents would prefer a traditional classroom or a technology-enhanced classroom for studying English, and whether there were certain or specific technologies that participants preferred over other technologies when learning English.

The seventh question collects data is the participants' knowledge and skills in learning English benefited from the use of technology. Out of the 63 students 47 have answered this question. Most of the answers were rather positive. 37 (78%) people stated that their language learning had been affected by technology in one way or another. The most common answers:

- 'Absolutely, I like watching YouTube videos to enrich my vocabulary'
- 'It is more fun to when modern devices are involved with the lesson'
- 'Because learning English is more exciting with technology in the classroom, I prefer it.'
- 'I was able to read any item on a website and "understand and learn other perspectives" by using technology.'

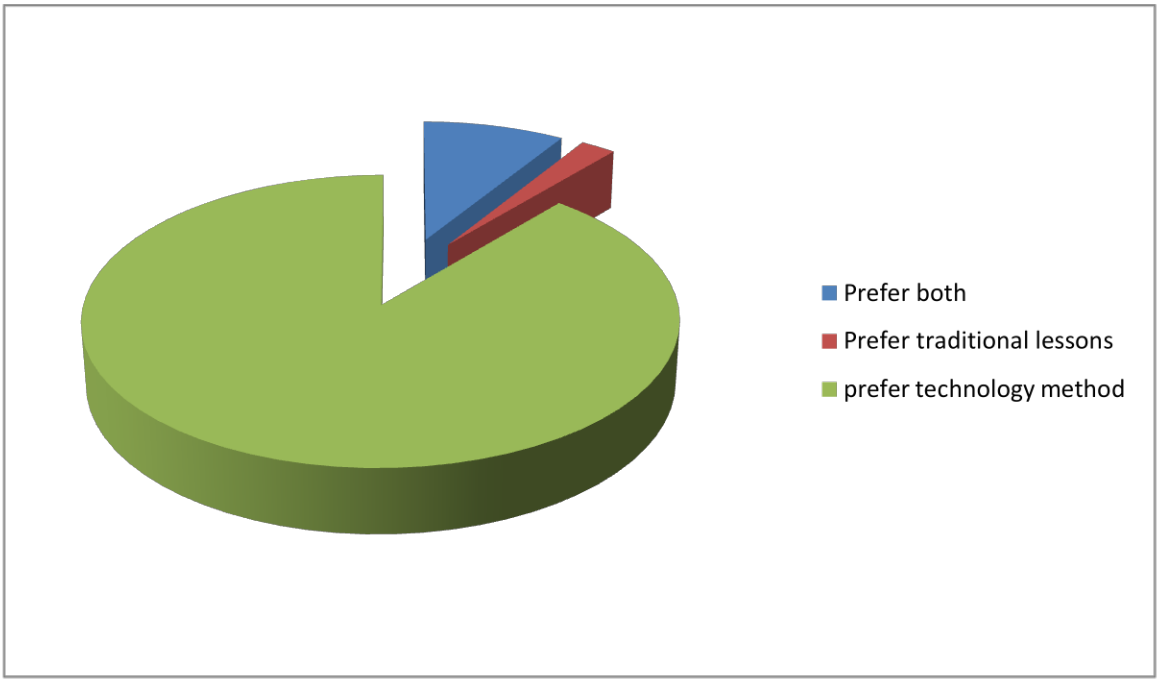
These direct replies from participants are representative of the findings, but they show that students felt much more comfortable utilizing technology to enhance their English since it allowed them to build their personal learning, as well as, reading and writing in the classroom. Question 8 asked students if they preferred a conventional or technology-enhanced classroom. The results are inconsistent, indicating that some children liked a traditional classroom, while others preferred one with technology, and still others did not appear to mind either.

Participants' opinions ranged from saying they preferred the "conventional classroom since it is a straightforward and natural method." "Absolutely, I prefer utilizing technology in the classroom since learning English is more fun," one kid said. Furthermore, the table's results show that the participants agreed that using technology was highly useful in specific formats,

implying that a majority of students truly preferred a technology classroom.

The diagram below (Figure3.4.8) shows that children preferred a technology-rich classroom overall. Only one (2%) of the 63 participants did not respond. Fourteen percent (8%) liked both sorts of classrooms, whereas eight preferred a conventional format. As a result, the clear majority (80%) (50 participants) favored a technology-enhanced classroom.

Figure3.4.8 Technology in the language classroom.



The last question looked at whether some technologies were favored over others. The chart above shows that the technologies were all judged to be beneficial in general; however some were more popular with students. Some participants clearly did not comprehend the question, as seen by the fact that 25 (40%) of the 63 participants failing to respond. The most popular technological activities for question nine were listening and speaking (15% 8 participants), tablet computer usage (11 percent, 6 participants), and YouTube (17 percent, 9 participants).

3.5 Results and Discussion

The study's main goals were to assess how students respond to multiple technology use in the ESL classroom, whether students are more comfortable learning English by using multiple technologies in the classroom, if there are any forms of technology that students preferred in the ESL classroom, and how students used technology to help their overall learning in the ESL classroom. The survey's two research questions were to find out how college students who study English as a Second Language (ESL) feel about the use of technology in the classroom, whether students are more regularly using technologies to assist them learn in the ESL

classroom, if there are any forms of technology that are preferred to use in the ESL classroom, and how students think technology tools are informative for their learning experience in the ESL classroom. Even though the data from the survey results were provided in this chapter, the replies were typically pretty definitive and demonstrated, that technology was welcomed in the ESL classroom, particularly with open ended questions. Students can share their ideas on how digital tools assist them study English by answering open-ended questions.

Students were positive (understandably) in this particular respect, but while some had doubts (particularly because some students did not voice their views), it was also felt that if applied correctly and gradually, the use of technology in the ESL classroom could help to benefit the lesson in writing and reading classes in particular.

It is crucial to note that the primary information from the research studies highlighted a number of possible issues and hurdles that exist when attempting to incorporate the usage of technology in the ESL classroom. According to the literature, one important barrier might be students' personal attitudes toward technology deployment. This study's findings refute this assumption, or at the very least did not encounter pupils who believed technology was being utilized negatively in the classroom.

The survey did discover, however, that students wanted their professors to utilize more technology in the classroom, highlighting a disparity in comments about utilizing digital tools between students and their instructors.

Finally, it is vital to explore the notion that technology has the ability to improve the learning capabilities of students who are exposed to it. According to the literature, technology was not merely a passing trend, but played an important part in the education of pupils in modern society. Furthermore, the participants in the survey agreed on the optimism surrounding the deployment of technology, as mentioned by Kim, J. (2012)

CONCLUSION

As technology becomes more and more dominant in our everyday lives, it will continue to exert a constant pressure on education. Under this increasing pressure, it becomes even more necessary for all parties involved to step back and examine their motivations.

The goal of the study was to find out how students react to using technology in the ESL classroom, whether they prefer using technology to help them improve their language skills, if there are any types of technology that students prefer in the ESL classroom, and how students think the use of technology affects their overall learning in the ESL classroom. The important findings of the study are summarized and highlighted in the section below.

The research needed to know how students reacted to the employment of numerous technological tools in the ESL classroom. In this context, the research findings were found to broadly mirror the opinions of the larger and empirical literature on the issue. Students' opinions about the use of additional technology in the classroom were generally positive in the literature evaluation. Their perspectives tended to believe that technology is essential for increased classroom effectiveness.

In the ESL classroom, students favored the use of technology as a teaching and learning approach, according to the study. The survey also discovered that when it came to modern technological learning formats, ESL students were more likely to utilize Word Processing, Presentation Software, Online Audio and Video, Web sites, Social Networking sites, and Pronunciation Software.

In terms of contemporary technology use, the ESL students in the survey were more likely to utilize audio, video, and pronunciation software to assist them enhance their speaking and listening abilities. Students improved their writing abilities by using Word Processing, Online Video and Audio (Podcast and YouTube), and presentation software. Students were invited to respond to a survey on how they like to utilize technology to assist them enhance their language abilities.

The bulk of the results for this sample give compelling proof that students see the usage of numerous technologies as useful and a technique to assist improve the learning process in the ESL classroom, as shown in the findings presented in this chapter. These findings suggest that students want to use technology in the ESL classroom to help them learn, and teachers and curriculum writers who create ESL programs of study should take note of this.

Even though the students agreed that utilizing technology in and out of the classroom was beneficial, they also mentioned specific technological tools such as an electronic dictionary, movies, and videos. These findings suggest that students want to use technology in

the ESL classroom to help them learn, and teachers and curriculum writers who create ESL programs of study should take note of this.

Following the completion of this investigation, suggestions will be made. Although the results were pretty compelling, the study's sample population was restricted. The study focuses on views on the use of technology among college students studying English as a Second Language (ESL). These data are slightly constrained in their capacity to convey broad conclusions.

Further work needs to be done to establish whether the participants use the technology mentioned in the questionnaire, and how often the devices are applied in practice. Considerably more work will need to be done to determine the relationship between modern technology and second language teaching and learning.

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РЕЗЮМЕ

Оскільки технології стають все більш домінуючими в нашому повсякденному житті, вони продовжуватимуть чинити постійний тиск на освіту. Під цим зростаючим тиском стає ще більш необхідним, щоб усі залучені сторони відступили та вивчити свої мотиви. Метою дослідження було з'ясувати, як студенти реагують на використання технологій у класі ESL, чи віддають перевагу використанню технологій, щоб допомогти їм покращити свої мовні навички, чи є якісь типи технологій, яким учні віддають перевагу в класі ESL, і як студенти думають, що використання технологій впливає на їхнє загальне навчання в класі ESL. Важливі результати дослідження підсумовані та висвітлені в розділі нижче.

Дослідження потребувало знати, як студенти реагували на використання численних технологічних інструментів у класі ESL. У цьому контексті було виявлено, що результати дослідження в цілому відображають думки більшої та емпіричної літератури з цього питання. Думки студентів щодо використання додаткових технологій на заняттях були в цілому позитивними при оцінюванні літератури. Їхні погляди схилялися до того, що технології є необхідними для підвищення ефективності класу.

Згідно з дослідженням, у класі студенти віддавали перевагу використанню технологій як підходу до викладання та навчання. Опитування також виявило, що коли мова йшла про сучасні технологічні формати навчання, студенти частіше використовували програмне забезпечення для обробки текстів, програмне забезпечення для презентацій, онлайн-аудіо та відео, веб-сайти, сайти соціальних мереж і програмне забезпечення для вимови.

З точки зору використання сучасних технологій, студенти в опитуванні частіше використовували аудіо, відео та програмне забезпечення для вимови, щоб допомогти їм покращити свої здібності до мовлення та аудіювання. Студенти покращили свої навички письма, використовуючи програмне забезпечення для обробки текстів, онлайн-відео та аудіо (подкаст і YouTube) та програмне забезпечення для презентацій. Студентам було запропоновано відповісти на опитування про те, як вони люблять використовувати технології, щоб допомогти їм покращити свої мовні здібності.

Незважаючи на те, що студенти погодилися, що використання технологій у класі та поза ним було корисним, вони також згадали конкретні технологічні інструменти, такі як електронний словник, фільми та відео. Ці результати свідчать про те, що студенти хочуть використовувати технології в класі ESL, щоб допомогти їм навчатися, і вчителі та автори навчальних програм, які створюють навчальні програми ESL, повинні

взяти це до уваги.

Після завершення цього розслідування будуть внесені пропозиції. Хоча результати були досить переконливими, вибіркова сукупність дослідження була обмежена. Дослідження зосереджується на поглядах на використання технологій серед студентів, які вивчають англійську як другу мову. Ці дані трохи обмежені в їх здатності передати широкі висновки.

APENDIX 1
QUESTIONNAIRE I

Please complete the following survey which I am carrying out in order to collect information about the use of technology and attitudes towards technology among college students who study English as a Second Language (ESL) how learners are affected by modern technology use in the language classrooms. The survey is anonymous and your participation is voluntary. Your responses will be kept confidential and will not be shared. Thank you for your time and help.
The questionnaire was borrowed from Warschauer, M. (2000)

Gender: Boy Girl
Age: ……
Class: …….
How long have you been learning English? ……
Do you like learning English? Yes No
If yes/no why?

1. How frequently do you use the following technologies for improving your knowledge and skills in learning English?

	Daily or almost daily	**A few times a week**	**About weekly**	**A few times a month**	**About monthly**	**A few times a year**	**Never or almost never**
Word Processing (i.e. MS Word, Google Docs)							
Computer software for learning English (i.e. Reading Smart, DynEd software)							
Audio Recordings (i.e. CD, DVD)							
Video Recordings (CD, DVD)							
Online Audio and Video Tools (i.e. Podcasts, YouTube)							
Web Sites (i.e. Spelling City)							
Social Networking Sites (i.e. Facebook, Twitter)							
Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)							

e-books, talking ebooks, talking books							
Pronunciation software							
Other technology (Please specify)							

2. How frequently have your ESL instructors used or asked you to use the following technologies in and out of the classroom?

	Daily or almost daily	**A few times a week**	**About weekly**	**A few times a month**	**About monthly**	**A few times a year**	**Never or almost never**
Word Processing (i.e. MS Word, Google Docs)							
Presentation software (i.e. PowerPoint)							
ESL Lessons using SmartBoard							
Computer software for learning English (i.e. Reading Smart, DynEd software)							
Audio Recordings (i.e. CD, DVD)							
Video Recordings (CD, DVD)							
Online Audio and Video Tools (i.e. Podcasts, YouTube)							
Web Sites (i.e. Spelling City)							
Social Networking Sites (i.e. Facebook, Twitter)							
Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)							
e-books, talking ebooks, talking books							
Pronunciation software							
Other technology (Please specify)							

3. To what extent do you think the following technologies are helpful for improving your English **writing skills**?

	Very helpful	Somewhat helpful	A little helpful	Not helpful at all
Word Processing (i.e. MS Word, Google Docs)				
Presentation software (i.e. PowerPoint)				
ESL Lessons using SmartBoard				
Computer software for learning English (i.e. Reading Smart, DynEd software)				
Audio Recordings (i.e. CD, DVD)				
Video Recordings (CD, DVD)				
Online Audio and Video Tools (i.e. Podcasts, YouTube)				
Web Sites (i.e. Spelling City)				
Social Networking Sites (i.e. Facebook, Twitter)				
Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)				
e-books, talking ebooks, talking books				
Pronunciation software				
Other technology (Please specify)				

4. To what extent do you think the following technologies are helpful for improving your English **reading skills**?

	Very helpful	**Somewhat helpful**	**A little helpful**	**Not helpful at all**
Word Processing (i.e. MS Word, Google Docs)				
Presentation software (i.e. PowerPoint)				
ESL Lessons using SmartBoard				
Computer software for learning English (i.e. Reading Smart, DynEd software)				
Audio Recordings (i.e. CD, DVD)				
Video Recordings (CD, DVD)				
Online Audio and Video Tools (i.e. Podcasts, YouTube)				
Web Sites (i.e. Spelling City)				
Social Networking Sites (i.e. Facebook, Twitter)				
Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)				
e-books, talking ebooks, talking books				
Pronunciation software				
Other technology (Please specify)				

5. To what extent do you think the following technologies are helpful for improving your English **speaking skills**?

	Very helpful	Somewhat helpful	A little helpful	Not helpful at all
Word Processing (i.e. MS Word, Google Docs)				
Presentation software (i.e. PowerPoint)				
ESL Lessons using SmartBoard				
Computer software for learning English (i.e. Reading Smart, DynEd software)				
Audio Recordings (i.e. CD, DVD)				
Video Recordings (CD, DVD)				
Online Audio and Video Tools (i.e. Podcasts, YouTube)				
Web Sites (i.e. Spelling City)				
Social Networking Sites (i.e. Facebook, Twitter)				
Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)				
e-books, talking ebooks, talking books				
Pronunciation software				
Other technology (Please specify)				

6. To what extent do you think the following technologies are helpful for improving your English **listening skills**?

	Very helpful	Somewhat helpful	A little helpful	Not helpful at all
Word Processing (i.e. MS Word, Google Docs)				
Presentation software (i.e. PowerPoint)				
ESL Lessons using SmartBoard				
Computer software for learning English (i.e. Reading Smart, DynEd software)				
Audio Recordings (i.e. CD, DVD)				
Video Recordings (CD, DVD)				
Online Audio and Video Tools (i.e. Podcasts, YouTube)				
Web Sites (i.e. Spelling City)				
Social Networking Sites (i.e. Facebook, Twitter)				
Tablet PC or Smartphone Apps (i.e. WordBingo, Sentence Builder, StoryKit)				
e-books, talking ebooks, talking books				
Pronunciation software				
Other technology (Please specify)				

7. Has your knowledge and skills in learning English benefited from the use of technology? a. If Yes, in what ways (Please provide examples): ----------
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b. If No, why not? (Please write what kind difficulties you have experienced): ---

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8. Would you prefer a traditional classroom or a technology-enhanced classroom for studying English? Why? .....

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9. Are there certain or specific technologies that you prefer to other technologies when learning English? What are they? Please provide examples.

NYILATKOZAT

Alulírott, Barna Diána angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1. _____

Barna Diána