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Technology Integrated English Language Teaching
An Effective Role of E-Learning Technology

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Abstract

The purpose of this study is to emphasize on Including technology and new trends in education in schools in which students learn faster and easier than before and make students willing to learn the literature too. Thus, based on this study it would be discussed how teachers can make English teaching and learning more enjoyable through enjoyment available. To this end, 60 Tertiary available (EFL) students, (females) were selected in Bandar Abbas city. Their close homogeneity was confirmed by a GRE (Graduated Records Examination). Then, the students were randomly assigned to one experimental group and one control group; each consisting of 30 students. A standard GRE test and achievement letter writing tests were the instruments of the study. A course of 12 sessions of instruction conducted for control and experimental groups using the intended method of teaching. Finally, the paper argues why E-learning is so important to the future of our global society.

Keywords: E-Learning, Technology literacy, Language Proficiency

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1. INTRODUCTION

The notion of "Technology" is essentially a means of conveying information and communication. Since the hybrid nature of raising Technology literacy plays a key role in foreign language learning and teaching, It promotes language proficiency and thus facilitate SLA (Turkish Online Journal of Distance Education, 2011). Internet, digital media and software as such have heralded a new era in many aspects of our lives, to which education is no exception. Enhancing Technology literacy skills, E-Learning Technology makes language proficiency the potentially useful tools for L2 learning as necessary skill (Souran, P. Sharifzadeh, M, 2008). Planning, organizing, drafting, revising and normality of the style are important factors which should be considered during the ELT (Amini, M and Aghvami, 2008).

As the world grows and the need for communication becomes a vital part of life, the age of information and communication technology. Confusing difficult times, teachers fall between old and new procedures, the teacher should accept to modify their methods, techniques, theories and materials for English language teaching and to pay more attention to technologies (Saeidpoor,M., Radhakrishnan,N. 2014). ELearning is construed in a variety of contexts, such as distance learning, online learning and networked learning (Wilson 2001). Scott (2000) supports this opinion and contends that as e-Learning is now facilitating a more flexible learning approach, contemporary institutional structures are less robust than in previous years. Teaching a language is learning how to communicate in culturally, socially and academically appropriate ways consistent with the norms of the target language users(Souran,P.2010).

Globalization is consolidated by the extraordinary invasion of learning and teaching by new technologies. With the progress of globalization in the society and economy, it is essential to acquire communicative skills in English, which has become an international language in the twenty one century.

E-Learning has introduced new approaches of instructional delivery where the roles of teacher and student have significantly changed. The integration of information and communication technologies into the education field is in constant progression and generates empirical approaches for educational environment design. Some research projects in distance learning are introduced in the world. (Turkish Online Journal of Distance Education, 2011).

Modifying, mastering new information technologies, having the opportunity of obtaining new competencies, methods, techniques, theories and materials for English language teaching, is the main challenge for the knowledge society of the future. It is widely accepted that advances in information technology and new developments in learning provide "opportunities to create well-designed, learner-centered, interactive, affordable, efficient, flexible e-learning environments" (Khan, 2005, p.168). Since the Islamic Revolution of the 1979 in Iran, the educational system of the country has gone under qualitative and quantitative changes (Jeris, E. 2002).. Furthermore, the application of cyber technologies, both teaching and learning are facilitated (Amiri, E., 2012). Regarding to the necessity of raising Technology literacy, this study tried to attract the attention of the educational system of the country, not only to focus on raising language proficiency, but to promote E-Learning Technology and Effective Role of E-Learning Technology.

1.1 Teaching based technologies

The intent of the present study is to examine the strength of the Teaching based technologies. In other words, the present classroom-based research intends to find out whether the promotion of Teaching based technologies leads to any improvement in English learning or not.

Teaching based technologies provide various new possibilities for teachers and learners. In fact the use of technology in teaching is the inseparable elements of education in the global atmosphere today. Special attention must be paid on how to use the information communication technology (ICT) and virtual learning environments (VLE) to meet the demands of the era as information and communication technology has become a crucial part of the modern world (Amiri, E. 2012).

Drowning in the deluge of information,huge changes have occurred in the pedagogy of teaching English language teaching. In fact, ICT, CMC and VLE have initiated new possibilities into the classrooms Grabe, W., Kaplan, R. B. (1996.). The bridge between education and technology has made a deep impact on teaching and learning. The aim of this study is to do a research on the effects of e-learning and sub-categories such as :internet; Web-based English learning and computer-assisted language teaching (CALL)on language learning.

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1.1.1   What is e-learning?

E_learning is commonly referred to intentional use of networked information and communications technology in teaching and learning. E- Learning can be defined in this way too: the application of electronic systems such as internet, computers,multimedia CDs which their aim is to reduce the amount of expenses and goings and comings. Mohammadia, N., Ghorbanib, V., Hamidic, F. (2010).

1.1.2 Advantages of e –learning:

Knowing following features, e-learning concept can be clarified.It is learner-centered teaching process and the teacher is a facilitator. E-Learning fosters interaction among students and instructors.It is dynamic and increases motivation of learners which is necessary for foreign language learning. Flexibility, convenience is the most notable advantages.

The main advantage of e-learning is that it increases the engagement; attendance and motivation of students which are requisite for learning People become autonomous by using the internet and they can be independent from books and teacher such as chat rooms and mass media which increase the oral proficiencies of learners. The use of mass media such as books and manuscripts and internet media (like blogs; message boards; podcasts; and video sharing) is another faces of e-learning.Although using mass media and internet media are challenging and time consuming. They provide teacher and students with creative and practical ideas. Mohammadia, N., Ghorbanib, V., Hamidic, F. (2010).

1.1.3 Disadvantages of e- learning

Having little knowledge about using technology, some students and teachers have less experience to work with them suitably. It reduces the amount of face-to-face interaction.Up to now, we have talked about definitions, advantages and disadvantages of e-learning. Now it is time to talk about The Effect of E-learning on Foreign Language Teaching.

1.2 The Effect of E-learning on Foreign Language Teaching

Nowadays, technology is taking the center stage in almost every sector of life. Increasing the need for communication and interacting as the world grows; people recognized the fact that technology is a fundamental in teaching and learning. Consequently, It technology necessitates the acquisition of English as an international language especially, the proficiency of English Language Teaching and learning in the twenty one century (Jenkins, 2003).

Scholars have predicted that technology is going to become an obsolete way for English Language Teaching and learning because of engagement of technology in our daily lives. The future delivery of education is envisaged through e-Learning technology, providing lecturers with superior teaching tools. Volery (2000) argues that online methods facilitate more effective education and offer significant advantages over traditional teaching methods.

When it comes to education, the model has been pretty straight forward – up. e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. E-learning offers an alternative that is faster, cheaper and potentially better.

2. Source and sample of the study

The study is mainly based on the data collected from primary sources collected from the urban High schools, 60 Tertiary available (EFL) learners, (females) in Bandar Abbas. Their close homogeneity was confirmed by a GRE (Graduated Records Examination). Then, the students were randomly assigned to two experimental and one control group; each consisting of 30 students. In order to clarify their level of proficiency and homogenize the participants, a GRE test was given to them.

The experimental groups were received treatments including; English sentence patterns based on post method condition and instructional use of writing strategies based on seven Hadaway, Vardell, and Young writing processes (2002) for the first group, and computer skills for the second group. In contrast, the control group was received the traditional treatment; neither English sentence patterns, nor any computer skills.

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Finally, the instruments used in this study consist of 70- multiple-choice Language Proficiency Test GRE (Graduated Records Examination), general tests of English language proficiency developed by Dr. Farhady (2006); which measures the students' level of vocabulary, grammar and reading comprehension (proficiency level). The test of GRE (Graduated Records Examination) was used to test the participants' ability in English language proficiency (Appendix I). The instruments administered at the end of the study to measure the variations in the participants' grammar skills after the 20 sessions teaching.

### 2.1 Reliability of the Graduated Records Examination Test

In the current study, the reliability of the test was also measured using (KR-21) method. The index of reliability for the GRE proficiency test was .80 that is considered as a reliable test.

2.2 Validity of the proficiency test

Due to the fact that the GRE proficiency test is a standard test of proficiency, its validity was assumed to be satisfactory. However, it was submitted to the supervisor and other thesis committee members for scrutiny and approval. Moreover, this test was used by some MA students in this university, and they reported it is valid.

3. Analysis of Data

In this study, regarding to the treatment procedures, the Proficiency Test is used to see whether the promotion of English language proficiency caused any advancement of learners. Comparing the results of the two groups, one who has just had routine sessions and the other who has had proficiency treatment as well at the end of the term, it was found out which group has made more progress in English proficiency, i.e. whether there was a significant difference in their production of English proficiency or not (parts of speech category, such as Noun, Verb, Adjective, Adverb, Preposition and Conjunction are the tested items).
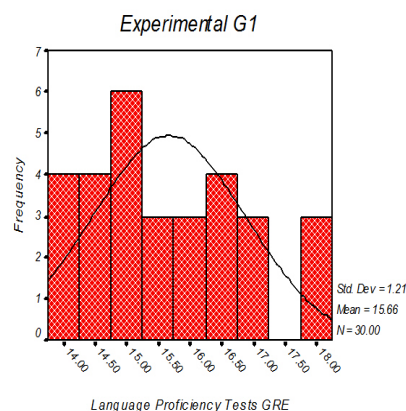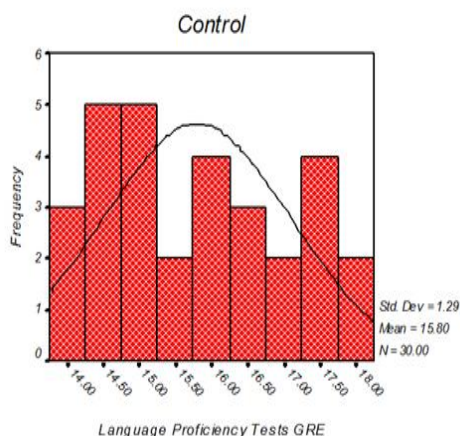
N	Minimum	Maximum	Mean	Std. Deviation
30	14.00	18.00	15.7977	1.29086

Figure 3.1: English language proficiency Test of the control group.

N	Minimum	Maximum	Mean	Std. Deviation
30	14.00	18.00	15.6647	1.20704

Figure 3.2: English language proficiency Test of of the Experimental Group (GRE).

3.3 Results from Control Group's Post test

As figure 3.3 shows, remarkable change is evidence comparing Figure 3.3 to Figure 3.1. The range of the scores, according to Table 3.3 (the amount of Min, Mean and std.) are comparing the different range of scores in English language proficiency Test (GRE) of the same group (see Table 3.1)
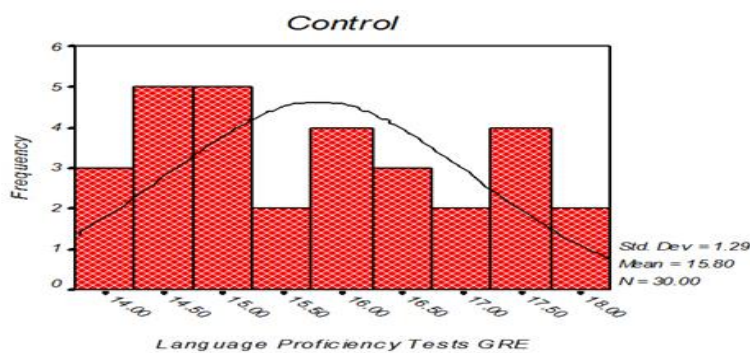
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Figure 3.3 Distribution of the post test scores of the control group

Table 3.3	N	Minimum	Maximum	Mean	Std. Deviation
	30	14.00	18.00	15.7977	1.29086

3.4 Results from Experimental Group one (Posttest)

Results from the experimental group one post-test are displayed in Figure 3.4. Comparing Figure 3.2 one easily recognizes the change in the pattern of distribution. In Figure 3.4 the peak has moved from the left to the right. That is, the scores have moved towards maximum in the post-test, while in the pretest they mostly clustered around minimum.
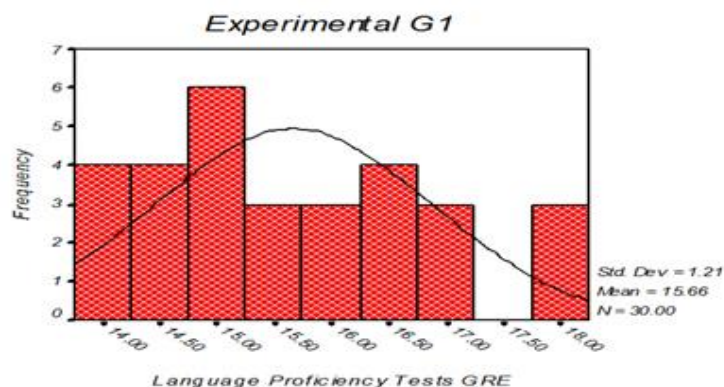

Figure 3.4: Distribution of scores of English language proficiency Test of the Experimental Group one (GRE).

N	Minimum	Maximum	Mean	Std. Deviation
30	14.00	18.00	15.6647	1.20704

3.5. Inferential Statistics

In order to answer the research question regarding the effectiveness of the instructional treatment, three pair and independent T -tests were carried out. In this part of the study, the difference between the two means of each t-test is estimated to see if there is a significant difference between means being compared. Then, the mean differences are compared in order to reject or confirm the null hypothesis.

3.5.1. The Results from the T-Test in Control Group and Experimental Group two in Post Test It reveals a p-value of .000 which is far less than the expected p-value. Therefore, the difference is significant not only in *p< .05, but also in **p< 001. It shows the effectiveness of the treatment on the experimental group.

	N	Mean	Std. Deviation	Std Error Mean	df	Sig. (2-tailed)
Control	30	13.5197	1.84169	.33625	58	.000

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Experimental

N	Mean	Std. Deviation	Std Error Mean	df	Sig. (2-tailed)
30	16.6747	1.08421	.19795	46.946	. 000

Table 3.5: The Results of the T-Test for the Posttests of Experimental group and Control
Posttest= Posttest of the Experimental Group; Posttset= Posttest of the Control Group
*P< .05. **P<.001. Post test of the control group   P> .05

4. Discussion and Conclusion

In this paper, the researcher tried to show the effects of e-learning on language teaching and learning. In conclusion,using technology, more specifically e-Learning has a significant impact on the performance of students and teachers. Training approaches, strategies and activities need to revise or change to become more flexible. This kind of research will help institutions of learning and the country in particular to solve its current and future educational challenges.

E_Learning surely have potentially major effects on the language teaching and learning.we have increased our abilities to be able to work with technologies to increase our knowledge.the more teachers and learners get familiar with technologies,the more they can use and incorporate them with their teaching styles and these technologies provide teachers with practical and creative ideas and make them create their own eclectic methods.

For students, e-Learning help them to be self directed independent learners. For lecturers, provides them with the opportunity to test students in real business situations and new methods to evaluate each student's learning. The role of the lecturer is predominant in the successful delivery of networked learning initiatives, as lecturers have the influence to eliminate students technical frustrations, make students feel empowered and encourage students to interact with one another.

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