

Developing Strategy for Teaching English Language by Using Modern Technology

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Abstract

The aim of the study was to develop the strategy for teaching English Language by using Modern technology. The Study focused to analyze that i) How the technology can help to learn languages at very basic level, (ii) How the usage can be enhanced by the technology in language learning (iii) How modern technologies can be integrated in language learning. The study was experimental in nature and cross sectional survey method was used to collect the data. All 731(414 male 317 female) teachers of district Kotli who were teaching English at primary level were being pointed out as the population. Stratified disproportionate random sampling technique was used to select the sample. Hence 100 (50 male and 50 female) teachers were selected as a sample of the study. Researcher constructed five point Likert scale was used to collect the data. The collected data were analyzed by using SPSS 20 version. Descriptive statistics were used to analyze the items and the availability of modern technologies. It was found that English Language teachers use Multimedia, Apps, online games, podcasts and blogging while teaching at primary level. It is concluded that multimedia is the modern technology that teachers use up to the maximum and blogging is the technology used by teachers up to the minimum. It is recommended that keeping the requirements of today's age, English language teachers may be encouraged to blend their teaching with modern technologies so that their teaching is result oriented and

up to the mark with the current scenario.

Keywords: Teaching English Language, Modern Technology, District Kotl

Introduction

English has dominated the world by developing itself as the language of communication and beside most of the countries using it as the second language but the country like India is most influenced by its widespread use and it has become the first language of most of its nationals. It appreciates a high eminence in India. It has taken place of most dominant instructional language of India in recent times. (Xiaoqiong, 2005).

To measure the success of the teaching process as the number of English learners grows, different teaching methods have been adopted. For a long time, genuine materials have been used in the form of films, radio, TV. It is true that, in replacing conventional teaching, these technologies have proved effective. The Modern world demands innovation from the teacher in doing their job. With the remarkable advent of technology, the history of English teaching has been dramatically changed. In terms of changes, technology offers so many options to make teaching interesting and also to make teaching more effective. One of the most powerful forces of both social and linguistic change is technology. (Rumnaz, 2005).

In late 1960, English has quickly developed as the language of communication between the different parts of the world. All works of life including social context, political, socio-cultural, business, education, industry, media, library and cross-border communication are influenced heavily by the use of English language and curriculum of these fields are developed in English and also delivered in it. Most of the universities has made it compulsory to pass the English language test before getting admission into a program and the faculties are heavily in the commercial field. Because of emerging demand of the society and the growing number of English learners in India, various teaching methods have been introduced to assess the efficacy of the teaching process. (Dogancay, 2018).

Multimedia is one of the methods widely used in ELT to develop the scope of the English language. It enhances the level of interest of the students and gets them involve deeply. The feedbacks have proven that it is more effective than any other method and so it has been widely accepted in the modern world. The technology has changed the way of thinking. The students learn more if their more than one sense is involved in it. So it satisfies this rule as it engages the visual and auditory senses of the students. Therefore, an operational strategy needs to be devised to accomplish this task. This is the very reason why this research is vital and urgently needed. The world has become global village in 21st century and thus a common man has to interact with individuals of different nations and English is one of them. The teaching of the English Language has become very common in recent years and with the passage of time it has grown up rapidly. As the Internet has made the communication easy so online classes has increased the access of the students to English language classes. Graddol's study (2000) suggests that there were about a billion English-speaking learners in 2000, and within a decade or so it has become doubled (Seidlhofer, 2004). The study has also indicated that most of the information stored on internet is composed of English. There are unexpectedly more Non-Native clients of the language and diversity of environments than Native clients as well as students, age, race, and learning foundations have become a natural depiction for ELT today.. The emergence and development of multimedia technology and its

application in creating of interactive media innovation and its application in learning, including sound, visual, animations can be used with efficiency of resources in English class teaching and sets a great stage for changing and exploring the new learning models for English. Multimedia technology has been shown to play a constructive role in supporting student programs and projects and teaching in the English classrooms. The advancements in technologies have gone hand in hand with English development and are changing the way we interact. (Moag, 2012).

2.2 Blogs in English language teaching and learning

Blogs play vital role in learning English language. The working of blogs is given below;

2.2.1 Blogs in Learning English

In learning English language skills, blogs are considered to be one of the most commonly used online resources. This source has become part of acquiring language skills in modern world. They help the learners in acquiring cultural awareness. They create such a plat form that are helpful for the learners to explore the targeted cultures. Cross cultural interaction provides the opportunity to communicate in English with the natives. They provide the opportunity to learn in a casual environment rather than in the traditional class settings. Most commonly used blogs for in any type of learning are tutor blog, learner blog and class blog. The blogs develops the writing skills of the learner (Zheng, Yim and Warschauer 2018). In these kinds of platforms the learner can interact as he/she wish and leave their comments for feedback from the teacher. (Sun, 2009).

2.2.2 Wikis in Learning English Language Skills

Wiki is a kind of plat form that provides the opportunity to comment on a specific topic and edit it as needed by the learner itself and by any other user. There is no need to know any technical functionalities or working of the website, rather the user just need to open the page of its topic and edit it as he/she needs (Frumkin, 2005). Teachers use a wiki to assign tasks for their students in the English language teaching arena. Wiki-supported students enhance their writing and new vocabulary skills more easily. (Pinto-Llorente et al., 2017; Khany & Khosravian, 2014). The use of the wiki allowed students to work independently and the e-portfolio encouraged them to learn and own the learning. (Papadima-Sophocleous et al., 2012). It can be said that for learning English language skills Wiki is a good web tool and in addition to the classroom activities, it enable the students to work collaboratively and develop their writing skills in the EFL sense. Students can learn and develop their essay writing skills. (Li, 2017).

2.2.3 Google Docs in Learning English

A Google doc is another big source of knowledge for the learners around the world. It is a web based version of MS Word that provides the free opportunity to the learners to learn the languages of the world. Indeed, the students who cooperated with the assistance of this stage and online mode for correspondence was positive towards learning English language. At this stage the students help each other by playing the instructor part toward one side and student on the opposite end. They provide feedback to each other by using web 2.0 applications.

These group of learners work collaboratively and were a source of motivation for each other to learn the English language. They interact with each other by writing text messages to each other and become a source of learning the sentence structures and vocabulary. So it is source of casual learning and more comfortable than learning through face-to-face contact from the instructor. (Arslan & Şahin-Kızıl, 2010).

Role of Applications in learning English Language

2.3.1 Mobile-Assisted Language Learning (MALL)

It has been observed that mobile phones are available and affordable to almost all the college going population of the world. These phones are not only in range to the students but also are of high quality and cheaper than the personal computers. (Dias, 2002; Thornton & Houser, 2005). This trend clearly shows that the learning platforms like blogs and other internet sources are accessible to the potential learners of the language (Chinnery, 2006, p. 13). These facilities which are available to general public were developed for the specialists. For the last few years these technologies have made the sources of knowledge accessible to the common man and urge them to engage in the activities which fulfill their needs according to the requirement of their environment (Godwin, 2011).

2.3.2 Apps for language learning

In average a common learner of the language needs to engage in learning activities for 700 to 1320 hours to be fluent in language, said by Foreign Services Institute (Bialystok & Haut, 1994). But traditional language teaching institutes cannot provide such amount of time for learning. So the need of the hour and to meet the standard of the FSI, there is a need to make the learning boundary less and that is only possible through the usage of these kinds of platforms. Smart apps are another source of such learning that is very much capable of providing independent learning platform. These apps can be accessed through mobile phones which are very much capable to run these apps with and without internet connection anywhere and at any time. This source of learning is much more flexible than any other source of learning as it provides the opportunity to use during free time like traveling. A range of courses and flexibility is available in these apps that anyone can easily access and learn according to his/her needs independently. Because of this flexibility of choice these apps are gaining popularity day by day and their users are increasing rapidly. (Gangaiamaran & Pasupathi, 2017).

Learning English through online games

In any educational facility, a wide variety of games can be used, but educational games are made with the aim of helping people learn those things, expanding theories, improving the turn of events, recognizing a reported occasion or society, or helping them to learn an expertise while playing. A variety of card and video games are included in these types of games. With the passage of time the importance of these games have been realized by the learners, parents and the teachers for learning the variety of skills. Games are intuitive games that teach us aims, rules, change, logical thought, collaboration; they all talk to us as a tale. By offering enjoyment, enthusiastic inclusion, structure, motivation, inner self-delight, adrenaline, creativity, social interaction and feeling in the game itself, they satisfy our vital

need to learn as learning occurs (Khurram, 2010).

Use of Technology in Teaching English

The demand of quality teachers has been increased over the years as the learners are increasing day by day. Traditionally it is not possible to approach those teachers. There is a rise in the use of technology over the past few years but still need to improve. It is true that these traditional teaching methods are helpful for the student but the significance of technology cannot be ignored as the students can practice more through these technologies and interact in a natural environment which improves their confidence level and understanding level of the culture. Particularly for ESL learners who get familiar with the language for something other than fun. For them to stay up with ELT and acquire certainty they need to walk into the world of technology (Ashraf, Muztagh & Salami, 2014).

2.9 The Growth of ELT through Technology

The world has become global village in 21st century and thus a common man has to interact with individuals of different nations and English is one of them. The teaching of the English Language has become very common in recent years and with the passage of time it has grown up rapidly. As the Internet has made the communication easy so online classes has increased the access of the students to English language classes. Graddol's study (2000) suggests that there were about a billion English-speaking learners in 2000, and within a decade or so it has become doubled (Seidlhofer, 2004). The study has also indicated that most of the information stored on internet is composed of English. Surprisingly there are more Non-Native than Native customers of the language and assortment of setting for the learners, age, nationality, learning establishment etcetera has become typical for ELT today. The emergence and development of multimedia technology and its application in creating of interactive media innovation and its application in learning, including sound, visual, animations can be used with efficiency of resources in English class teaching and sets a great stage for changing and exploring the new learning models for English. Multimedia technology has been shown to play a constructive role in supporting student programs and projects and teaching in the English classrooms. The advancements in technologies have gone hand in hand with English development and are changing the way we interact (Moag, 2012).

To Improve Interaction between Teacher and Student

The role of students is emphasized by multimedia teaching, and the focus is on "interaction" between teachers and students not on just delivering the contents. A major aspect of multimedia teaching is training and developing the ability of students to listen and communicate and to improve their communicative skills. The role of the teacher is changed as he has to play its role as facilitator not the leader of the process of learning. By utilizing this technology, a creative platform for exchanging the information between the student and the teacher can be created that simultaneously creates a language climate that enhances the conventional teaching learning model (Guan, Song & Li, 2018).

2.15 Creates a Context for Language teaching

Multimedia technology is helpful in creating a real environment for the teaching learning

process. As well as improving the organization of the class, this approach makes the class dynamic and fascinating. Multimedia has its own characteristics of visibility and liveliness. The use of sounds and pictures for learning English can enhance the participation of both the sides; the teacher and the students. The teacher can use photographs and visuals in developing the lesson plans for the class that improves the quality of learning and furthermore the students in the class can utilize sight and sound to comprehend the class in an unmistakable manner. Multimedia not only helps in developing the interest of learning in students but it also helps the teachers to enhance their teaching specially in learning ELT. As Zhang (2006:11.1) out that through Multimedia and organization of innovative arrangements of learning we can offer the learners loaded, wellsprings of valid learning materials, yet additionally an alluring and a benevolent interface, striking pictures and lovely sounds, which to an enormous degree beats the absence of true language climate and stirs the interest of the learners (Shipovskaya, & Tsilenko, 2017).

Using innovative technologies in project method of teaching foreign language

A number of universities today are using modern teaching technologies by realizing the importance for perfection in all disciples of learning. Students are becoming more autonomous. The key goal is not only to teach, but also to give learners the ability to acquire skills in hearing, communicating, reading, writing and critical thinking. Technology can play its role in following areas of teaching and learning;

- The participation of the student
- Interest of the student
- Commitment of the student

2.31.3 The usage of computer technologies in teaching foreign language

The topic of the implementation of modern information technology in high schools has been discussed even more often in recent years. There are not only modern technical means, but also new ways and practices of instruction, new approaches to the practice of preparation. The key goal of foreign language instruction is the establishment and development of school students' communicative culture, training in the realistic environment. Teacher role is to provide and develop such an environment that is well enriched with knowledge and opportunities of learning (Alemi, 2016).

Current pedagogical innovations, such as co-operation instruction, modeling methods, the use of digital information technology, internet tools, lead to the understanding of a customized approach to training, to the individualization and differentiation of training, taking into account children's talents, level of maturity, patterns, etc. Modern technologies are helpful in;

- pronunciation
- Reading
- Writing
- Improvement in vocabulary
- Grammar
- Motivation for studying foreign languages. (Slaouti & Barton, 2007).

2.31.4 The methods of using videos in language teaching classrooms

Video is one of the most helpful tools in learning language. Most of the recent surveys have verified this assumption; students like to watch the native speakers that help them quite well. It means little more than replaying TV shows for watching in class or private research on a tape recorder. For some, it means the use of a video camera in class to film and play back their activities and successes in teaching a foreign language to learners. It has been observed that most of the courses of foreign; after studying those courses the students were not capable of affective communication. Infact the problem is not the use of technology but misuse of it. (Altun, 2015).

These notes are meant to help you learn about how your classroom video should be used. They are not exhaustive, but in the end, just your own creativity restricts the ways in which you use film. Languages are not set, but the media are continuously changing; TV, radio and newspapers are an incredibly rich range of language in use. Often use of modern technology in language learning classrooms is strongly recommended by the experts. So the newly developed curriculums are enriched with multimedia elements to learn the languages (Wiebe & Kabata, 2010).

1 Introduction

Research design, population of the study, sample of the study, research instrument, data collection and data analysis are discussed in this chapter.

3.2 Research Design

The study was experimental in nature and cross sectional survey method was used to collect data.

3.3 Population of the study

All the English Language teachers of District Kotli, Azad Kashmir who were teaching at primary level were the population of the study.

Table 3.1 Population Breakdown of the study

No.	Gender	Teachers
01	Male	414
02	Female	317
03	Total	731

3.4 Sample of the study

The sample was collected using a stratified, disproportionate random sampling methodology.

Table 3.2 Sample of the study

No.	Gender	Teachers
01	Male	50
02	Female	50
03	Total	100

3.5 Research Instrument

A questionnaire was developed by the researcher to collect data from the selected population. The questionnaire was based upon Multimedia, Apps, Online Games, Podcasts and Blogging.

Data Collection

The researcher personally visited all selected schools. Prior permission was taken from the head of the institution before visit.

3.7 Data Analysis

It was analyzed after gathering data in order to draw conclusions. Data was analyzed via version 20 of the Statistical Package for Social Sciences (SPSS).

The representation and interpretation of the data is given below.

Table 4.1 Blogs provide extra reading practice to students.

Options	SDA	DA	UD	A	SA
F	2	4	8	34	52
%	2%	4%	8%	34%	52%

Descriptive statistics were used to evaluate the statement "Blogs provide extra reading practice to students." Table 4.1 shows that 86% respondents were agreed with the statement, Eight percent of respondents did not understand the assertion, while 6 percent of respondents disagreed with the statement. "Most of the respondents therefore favored the statement "Blogs provide students with additional reading practice.

Table 4.2 Blogs guide students for online resources appropriate for their level.

Options	SDA	DA	UD	A	SA
F	4	8	10	30	48
%	4%	8%	10%	30%	48%

Descriptive statistics were used to evaluate the statement "Blogs guide students for online resources appropriate for their level." Table 4.2 shows that 78% respondents were agreed with the statement, 10% of respondents were unsure of the assertion, while 12% disagreed with the statement. Therefore, most of the respondents were in support of the assertion "Blogs guide students with appropriate online resources for their level."

Table 4.3 Blogs increase the sense of community in a class.

Options	SDA	DA	UD	A	SA
F	18	12	20	18	32
%	18%	12%	20%	18%	32%

Descriptive statistics were used to evaluate the statement "Blogs increase the sense of community in a class." Table 4.3 indicates that 50 percent of respondents agreed with the assertion, 20 percent did not understand the statement, and 30 percent disagreed with the argument. Therefore, most of the respondents were in favor of the assertion "Blogs increase a class's sense of community."

Table 4.4 Blogs encourage shy students to participate.

Options	SDA	DA	UD	A	SA
F	3	5	6	36	50
%	3%	5%	6%	36%	50%

Descriptive statistics were used to evaluate the statement “Blogs encourage shy students to participate” Table 4.4 shows that 86% respondents were agreed with the statement, 6% respondents have no idea about the statement, whereas 8% respondents disagreed with the statement. Hence majority of the respondents were in the favor of the statement “Blogs encourage shy students to participate.”

Table 4.5 Blogs stimulate out-of-class discussion.

Options	SDA	DA	UD	A	SA
F	5	5	10	32	48
%	5%	5%	10%	32%	48%

Descriptive statistics were used to evaluate the statement “Blogs stimulate out-of-class discussion.” Table 4.5 shows that 80% respondents were agreed with the statement, 10% respondents have no idea about the statement, whereas 10% respondents disagreed with the statement. Hence majority of the respondents were in the favor of the statement “Blogs stimulate out-of-class discussion.”

Table 4.36 Usage of multimedia as a modern technology

No	Statement	Mean	SD
01	Multimedia helps in learning language skills effectively.	4.253	1.201
02	Multimedia helps in better thinking and learning.	4.231	1.123
03	Multimedia helps teachers in presenting concepts effectively.	3.895	1.584
04	Use of multimedia is more useful than traditional learning ways.	4.258	2.315
05	Multimedia provides new learning ways.	3.854	1.254
06	Use of Animations is an exciting learning tool.	4.215	2.351
07	Multimedia improves students' self-learning ability.	4.382	2.121

Descriptive statistics were used to evaluate the usage of multimedia as a modern technology. Table 4.36 shows that most of the teachers had a firm opinion that “Multimedia improves students' self-learning ability”. The scores of the statement “Multimedia helps in learning language skills effectively” were; N=100, M=4.253, SD= 1.201, the scores of the statement “Multimedia helps in better thinking and learning” were; N=100, M=4.231, SD= 1.123, the scores of the statement “Multimedia helps teachers in presenting concepts effectively” were; N=100, M=3.895, SD= 1.584, the scores of the statement “ enhances self learning ability most of the teachers” were; N=100, M=4.258, SD= 2.315, the scores of the statement “ Use of multimedia is more useful than traditional learning ways” were: N=100, M=3.854, SD= 1.254, the scores of the statement “Multimedia provides new learning ways” were: N=100, M=4.215, SD= 2.351 and the scores of the statement “Use of Animations is an exciting learning tool”

were ; N=100, M=4.382, SD= 2.121

Table 4.37 Usage of Apps as a modern technology

No	Statement	Mean	SD
01	Mobile apps for learning English help to improve communicative skills	3.251	1.221
02	Mobile apps for learning English help in learning other subjects.	3.581	1.143
03	Apps connect students with native English speakers all over the world for one-on-one tutoring sessions.	3.451	1.564
04	Apps can help with aspects of actually teaching the language.	2.958	2.385
05	Apps effectively develop all language skills.	3.859	1.264
06	Apps help students to motivate them for Language learning.	4.258	2.851
07	Mobile apps for learning English help to improve communicative skills	2.951	2.171

Descriptive statistics were used to evaluate the usage of multimedia as a modern technology. Table 4.37 shows that most of the teachers had a firm opinion that "Apps help students to motivate them for Language learning." the scores of the statement "Mobile apps for learning English help to improve communicative skills" were; N=100, M=3.251, SD= 1.221, the scores of the statement "Mobile apps for learning English help in learning other subjects." were; N=100, M=4.581, SD= 1.143, the scores of the statement "Apps connect students with native English speakers all over the world for one-on-one tutoring sessions" were; N=100, M=3.451, SD= 1.564, the scores of the statement "Apps can help with aspects of actually teaching the language." were; N=100, M=2.958, SD= 2.385, the scores of the statement "Apps effectively develop all language skills." were: N=100, M=3.859, SD= 1.264, the scores of the statement "Apps help students to motivate them for Language learning" were; N=100, M=4.4.258, SD= 2.851 and the scores of the statement "Mobile apps for learning English help to improve communicative skills" were ; N=100, M=2.951, SD= 2.171.

Table 4.38 Usage of online games as a modern technology

No	Statement	Mean	SD
01	Language games reduce anxiety and stress in the classroom, which helps learners remember things faster and better.	3.128	1.211
02	Language games construct a cooperative learning environment.	3.291	1.133
03	Language games allow language practice in various skills at the same time (speaking, writing, listening and reading).	3.885	1.594
04	Language games make students focus on the use of language, rather than on the language forms, so that they unconsciously apply grammar and vocabulary.	3.218	2.915
05	Language games positively influence the teacher-student relationship.	3.834	1.256
06	Language games are a welcome break from the usual	2.051	2.355

routine of the language class.

07 Language games promote a communicative competence. 2.389 2.181

Descriptive statistics were used to evaluate the usage of multimedia as a modern technology. Table 4.378 shows that most of the teachers had a firm opinion that "Language games allow language practice in various skills at the same time". The scores of the statement "Language games reduce anxiety and stress in the classroom which helps learners remember things faster and better" were; N=100, M=3.128, SD=1.211, the scores of the statement "Language games construct a cooperative learning environment" were; N=100, M=3.291, SD=1.133, the scores of the statement "Language games allow language practice in various skills at the same time (speaking, writing, listening and reading)" were; N=100, M=3.885, SD=1.594, the scores of the statement "Language games make students focus on the use of language, rather than on the language forms, so that they unconsciously apply grammar and vocabulary", were; N=100, M=3.218, SD=2.915, the scores of the statement "Language games positively influence the teacher-student relationship", were; N=100, M=3.834, SD=1.256, the scores of the statement "Language games are a welcome break from the usual routine of the language class" the scores of the statement "were; N=100, M=2.051, SD=2.355, and the scores of the statement "Language games promote a communicative competence" were; N=100, M=3.389, SD=1.181

FINDINGS

Following were the findings of the study;

1. 1. It was observed that 86 percent of respondents agreed with the assertion, 8 percent of respondents had no knowledge of the statement, and 6 percent of respondents disagreed with the statement. "Most of the respondents therefore favored the statement "Blogs provide students with additional reading practice. (Table 4.1)
2. 2. It was observed that the assertion was accepted by those 78 percent respondents, 10 percent respondents had no idea of the statement, although 12 percent respondents disagreed with the statement. So, the respondents who supported the argument "Blogs guide students for online resources appropriate for their level" was high in numbers. (Table 4.2).
3. It was discovered that half of the respondents were concurred with the assertion, 20% respondents have no clue about the articulation, though 30% respondents couldn't help contradicting the assertion. Consequently larger part of the respondents was in the courtesy of the assertion "Blogs increase the sense of community in a class." (Table 4.3).
4. It was found that 86% respondents were agreed with the statement, 6% respondents have no idea about the statement, whereas 8% respondents disagreed with the statement. Hence majority of the respondents were in the favor of the statement "Blogs encourage shy students to participate." (Table 4.4).
5. It was found that 80% respondents were agreed with the statement, 10% respondents have no idea about the statement, whereas 10% respondents disagreed with the statement. Hence majority of the respondents were in the favor of the statement "Blogs stimulate out-of-class discussion." (Table 4.5).
6. It was found that most of the teachers had a firm opinion that "Multimedia improves students' self-learning ability". The scores of the statement "Multimedia helps in learning

language skills effectively” were; N=100, M=4.253, SD= 1.201, the scores of the statement “Multimedia helps in better thinking and learning” were; N=100, M=4.231, SD= 1.123, the scores of the statement “Multimedia helps teachers in presenting concepts effectively” were; N=100, M=3.895, SD= 1.584, the scores of the statement “ enhances self learning ability most of the teachers” were; N=100, M=4.258, SD= 2.315, the scores of the statement “ Use of multimedia is more useful than traditional learning ways” were: N=100, M=3.854, SD= 1.254, the scores of the statement “Multimedia provides new learning ways” were: N=100, M=4.215, SD= 2.351 and the scores of the statement “Use of Animations is an exciting learning tool” were ; N=100, M=4.382, SD= 2.121 (Table 4.36).

7. It was found that most of the teachers had a firm opinion that “Apps help students to motivate them for Language learning.” the scores of the statement “Mobile apps for learning English help to improve communicative skills” were; N=100, M=3.251, SD= 1.221, the scores of the statement “Mobile apps for learning English help in learning other subjects.” were; N=100, M=4.581, SD= 1.143, the scores of the statement “Apps connect students with native English speakers all over the world for one-on-one tutoring sessions” were; N=100, M=3.451, SD= 1.564, the scores of the statement “Apps can help with aspects of actually teaching the language.” were; N=100, M=2.958, SD= 2.385, the scores of the statement “Apps effectively develop all language skills.” were: N=100, M=3.859, SD= 1.264, the scores of the statement “Apps help students to motivate them for Language learning” were; N=100, M=4.4258, SD= 2.851 and the scores of the statement “Mobile apps for learning English help to improve communicative skills” were ; N=100, M=2.951, SD= 2.171 (Table 4.37).

8. It was found that most of the teachers had a firm opinion that “Language games allow language practice in various skills at the same time”. The scores of the statement “Language games reduce anxiety and stress in the classroom which helps learners remember things faster and better” were; N=100, M=3.128, SD=1.211, the scores of the statement “Language games construct a cooperative learning environment” were; N=100, M=3.291, SD=1.133, the scores of the statement “Language games allow language practice in various skills at the same time (speaking, writing, listening and reading)” were; N=100, M=3.885, SD=1.594, the scores of the statement “Language games make students focus on the use of language, rather than on the language forms, so that they unconsciously apply grammar and vocabulary”, were; N=100, M=3.218, SD=2.915, the scores of the statement “Language games positively influence the teacher-student relationship”, were; N=100, M=3.834, SD=1.256, the scores of the statement “Language games are a welcome break from the usual routine of the language class” the scores of the statement “were; N=100, M=2.051, SD=2.355, and the scores of the statement “Language games promote a communicative competence” were; N=100, M=3.389, SD=1.181 (Table 4.38).

CONCLUSIONS

On the basis of the findings of the study following conclusions were drawn:

1. It is concluded that English Language teachers use modern technologies for the teaching of English language.
2. It is concluded that English Language teachers use multimedia as a modern technology up-to the maximum level.
3. It is also concluded that teachers use blogging as a modern technology up-to

minimum level.

4. Develop a strategy

RECOMMENDATIONS

On the basis of conclusions it is recommended that;

1. Keeping the requirements of today's age, English language teachers may be encouraged to blend their teaching with modern technologies so that their teaching is result oriented and up to the mark with current scenario.
2. It is recommended that government may provide funds for the primary schools to establish language labs enriched with talking dictionaries, natural voices programmes, phonetic alphabet etc.
3. It is recommended that Govt may develop small digital applications such as; Learn to speak English, Pronunciation Power, Hanagroo, Visual Thesaurus etc. for primary level students which may support them in language learning.

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