

ANALYSIS ON LEARNING AND TEACHING OF ENGLISH LANGUAGE AND COMMUNICATION TECHNOLOGY INTO CURRENT ELT

N.RAJASHEKAR, K.SANTHOSH REDDY

Sree Dattha Institute of Engineering and Science Hyderabad Telangana

ABSTRACT

The spread of English as an international language and the emergence of the Internet as a fast communication channel that has no boundaries, are mutually enforcing trends in an age of globalization. Since its conception, the Internet has, so it seems, revolutionize the ways of human communication as well as English language learning in a global context. Learners of English language today need a new set of critical and interpretive skills. Teachers of ESOL therefore, need to understand how the Internet is revolutionizing English language learning. This study analyses the integration of Information and Communication Technology into current English Language Teaching course books and the use of these multimedia resources in language classrooms. After giving theoretical underpinnings of ICT use in language learning, a study was conducted to unearth which ICT tools are integrated or ignored in the current ELT course books that have been used during the last three years by English Preparatory Schools of five universities in North Cyprus. The study also discusses the reflection of ICT-integration in the course books based on recent literature. This digital revolution has spread throughout the world and into many private homes and businesses. What we call it globalization is a result of this information technology which I consider now the basic of our daily activities. This technology has affected other sides of our life and interacted with our cultures and traditions through moving and merging some habits, customs, cultures or values of different societies into each other to create the concept of globalization. Among the things that have been affected by globalization is ELT. That is, with the rapid pace of globalization, there has been a major change in the field of ELT.

1. INTRODUCTION

The last few decades have seen a growth in the role of the English language around the world as the lingua franca for economic, scientific, and political exchange. The term lingua franca means 'any language used for communication between groups who have no other language in common' (Matthews, 2000:209). According to Crystal (1997), 85% of the world's international organizations use English as their official language in transnational communication. About 85% of the world's important film productions and markets use English as well, and 90% of the published academic articles in several academic fields, such as linguistics, are written in English. In many cases, the increased growth in the use of the English language can be attributed to educational, economic, or cultural globalization. Giddens (2000) defined globalization as a separation of space and time, emphasizing that with instantaneous communications, knowledge, and culture could be shared around the world simultaneously. Globalization has been viewed primarily as an economic phenomenon, involving the increasing interaction, or integration of national economic systems through the growth in international trade, investment, and capital flow. However, the definition has expanded to include also cross-border social, cultural, political, and technological exchanges between nations and in particular, between people.

The use of coursebooks in English Language Teaching has gained great popularity due to, especially, the increasing number of ELT preparatory schools founded in either many universities or private and state schools and also owing to the preferences of administrative and teaching staff for ready-made teaching materials, which provides ready syllabus to be followed at ease. As Richards and Rogers (2001) suggest, coursebooks are indispensable elements of the curriculum since they make the content specific and also

define coverage in an explicit way. Despite some shortcomings such as the failure to present appropriate and realistic language models, inadequate cultural understanding, lack of contextualisation of language activities, and so on (Richards & Renandya, 2002), many advantages are stated as its providing a clear framework which both the teacher and the students can easily follow, its serving as a syllabus which includes a carefully planned and balanced selection of language content, its letting the students learn new material, review and monitor progress, its supplying tasks and texts with appropriate level for most of the learners (Ur, 1996 & Littlejohn, 1998).

McKay (2002) contends that the number of people using English today is vast and these numbers are growing. This growing is fueled by the advantages that English offers to those speaking it and these advantages facilitate and assist people who are familiar with the language and can readily use it. Expanding use of English around the world, according to Crystal, (2003) has reached a high status in more than seventy-five countries. This status of English in the world varies from one country to another. Kachru (1989) describes its status by using a figure of three concentric circles: 1) the Inner Circle, where English is considered to be the mother tongue of the country such as in the United Kingdom, the United States, Australia, and Canada; 2) the Outer Circle, where English comes as a second language in a multilingual country such as India, Singapore, and the Philippines; 3) the Expanding Circle, where English serves as a foreign language such as in Japan, Korea, and China. Graddol (1997) argues that the growing use of English between the citizens in the Expanding Circle countries inevitably leads to these countries joining the Outer Circle countries.

The expanding use of English around the world is due to a variety of reasons. Crystal (2003) maintains that this increase can primarily be attributed to the British colonization era of the seventeenth century. He goes on to maintain that this increase in use is related to the industrial revolution headed by Britain during the eighteenth and nineteenth centuries. In addition, he argues that the role played by the United States of America as an economic and military power is the major reason for this increased use of the language since the last epoch of the nineteenth century. Graddol (1997) points out that this spread will continue to the 21st century.

The dominance of the English speaking countries in various fields gives English an even higher status, and helps it to be predominant over other living languages. Crystal (2003) states that English now is the dominant language of international relations, security and travel, media, education, and communications. McKay (2002) asserts that this widespread use of English in these areas makes it 'imperative' for any country wishing to become part of the global community. This is easily observable from the increasing numbers of people in the world today who want to learn English so as to benefit from the opportunities that speaking English can provide.

The breakthrough of Information and Communication Technologies (ICTs) has utterly shaped our modern life. ICT is the term that is currently used worldwide to describe new technologies which depend mainly on computers nowadays. Even the traditional technologies such as radio, television and telephone are considered as ICTs.

The United Nations Development Programme (UNDP, 2003) defines ICTs as:

„basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the `old' ICTs of radio, television and telephone, and the `new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our `networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe“.

Technological innovation has changed the social, political, economic, and cultural fabric of life since the end of the Cold War (Taylor, 2001). Information and communication technologies (ICTs) have been instrumental in social transformations – from the industrial society of the 20th century to the „network society“ of the new age of „Informationalism“ - where even intercontinental neighbors are now one button-push away (Castells, 1996). Information and communication technologies (ICTs) are a double-

edged sword destructive and beneficial to the extreme. Therefore, we have to face this fact and react immediately. We should ask ourselves about its availability and its affordability concerning its cost in our developing countries. In addition, we have to determine its effectiveness and suitability to the different educational contexts.

The Information and Communications Technologies (ICTs) have a vital role in the process of any language teaching and learning. Evidently, no one would deny its contributions to the educational field. Especially, to the teaching and learning of English language they have a considerable influence on the way we teach and the content we deliver. The new ICTs are much faster than the traditional ones and it might give an immediate feedback as well as the instant interaction.

2. LITERATURE REVIEW

The benefits of technology integration in language learning have been reported in numerous studies. These studies involve various aspects of language learning and are discussed in the following section. One of the benefits of integrating technology is the increase of learners' motivation (Dunken 1990; Riasati, Allahyar, & Tan, 2012). This is an important factor that can bring about a lot of benefits for learners in their language classes (Galavis 1998; Riasati, Allahyar, & Tan, 2012; Warschauer & Healey, 1998). The use of technology can improve learners' academic ability. According to Lee (2001), the use of Computer Assisted Language Learning (CALL) changed learners' learning attitudes and increased their self-confidence. This has been supported by Galavis (1998), Dunken (1990), and Riasati, Allahyar, and Tan (2012) who expressed that the application of technology increases learners' language proficiency and their academic skills.

The integration of technology has changed the methods from teacher-centered to learner-centered ones in language learning and teaching. Teachers should be facilitators and support and guide their learners' learning (DEECD, 2010; Riasati, Allahyar, & Tan, 2012). This change can be very useful for learners to increase their learning. The other advantage of using technology is the increase of cooperation in learning activities. Gillespie (2006) said that technology helps learners gather information and interact with resources like images and videos. Murphy (2006) expressed that technology enables the users to get connected to the world and produce high-quality work.

The use of technology can lower learners' anxiety (Chapelle, 2001; Riasati, Allahyar, & Tan, 2012). A study was done by Ozerol (2009) and the results showed that technology lowered learners' learning anxiety and gave them more opportunity to communicate. This finding is in line with Brault's (2006) study, indicating that the use of computers in the classes developed learners' learning skills and enhanced their autonomy. In language classes, teachers' role should be changed from "sage on the stage" to "guider on the side," while learners should actively explore responses instead of receiving them. The use of technology helps this changing process for teachers and learners (Anderson & Speck, 2001).

Nowadays the significance of technology integration in educational field is well known. Technology helps the learners and the teachers in studying the course materials easily due to the fast access. The use of technology in the syllabus in schools, colleges, and universities has helped them in understanding the subjects well and getting their basics cleared. Improvements in technology play a significant role in preparing learners to use what they learn in any subject to finding their place in a global labor-force. Technology facilitates learners' learning and serves as the real educational structure permitting learning to happen (Rodinadze & Zarbazoia, 2012).

The integration of technology helps teachers choose their own favorite multimedia and software that creates more interactive lessons. The traditional lecture-based lessons do not stimulate learners. By including technology in their classes, teachers will have the opportunity to engage more learners and lead more energetic classes. Multimedia presentation software allows both teachers and learners to organize, present, and use information in new ways. For instance, in the English classes different presentations may be made based on the subjects through using computer and overhead projector. Moreover, multimedia software allows teachers to design audio-visual narrative themes including the learner's actual participation (Rodinadze & Zarbazoia, 2012).

Through using technology, teachers can increase literacy and understanding in any subject. Lessons with audio and video components motivate more learners to participate in class and raise their understanding. Students can pass exams through computers. Besides they may check their progress (scores) through internet. The Use of technology in education can be a great benefit for teachers. Teachers now have the ability to work together to create more meaningful instruction for all learners without having to arrange planning time. Teachers can use websites to assign requirements and samples for learners (Rodinadze & Zarbazoia, 2012).

Hennessy (2005) found that ICTs can motivate teachers and learners to work in peer discussion, exploration, analysis and thinking, examining, and assistance. The researcher understood that as learners become more independent, teachers should encourage and support their learners in acting and thinking independently. According to Warschauer (2000) and Parvin and Salam (2015), through using technology into the classes, learners can get the opportunity to increase their exposure to language in a meaningful context and make their own individual knowledge. Learners should be also given opportunities for true social interactions to practice real life skills. This can be obtained through learners' cooperation on real activities and projects.

One study was done about the effect of Wiki technology on improving learners' writing skills. Learners were asked to join a Wiki page where they would write passages and read and respond to the passages of their fellow classmates. The results of this study indicated that receiving immediate feedback from the instructor was very useful for learners while using this form of technology. Learning vocabulary, spelling, and sentence structure through reading the work of their classmates were the other benefits of using this technology for learners (Costley, 2014; Lin & Yang, 2011).

3. INFORMATION AND COMMUNICATION TECHNOLOGY IN ELT

Information and Communication Technology stands for new multimedia technologies, including computer software, CD-ROM, the internet, mobile phone, television, film as well as internet-based Project work, e-mail, chat, blogs, wikis, podcasts, and so forth (Andrews, 2000b). A large amount of research has been conducted to better comprehend the effect of ICT on students' language learning and demonstrates that the use of ICT in language classes increases the students enthusiasm and achievement and also makes them stay longer on the task. (See Tunstall&Gipps ,1996; David et al., 1997; Moseley et al., 1999; Pacher,1999). Moreover, Cox (1999) reports research findings that if students believed that ICT could help them in their long-term future, they would spend more time on using ICT. Lankshear et al. (2000) state that ICT can help students with intellectual disabilities to promote their communication skills and self-confidence, in brief, their language learning. Furthermore, Chapelle (2001) points out that ICT increases students' computer literacy, strengthens their cultural awareness, and develops their social identity in the target culture.

On the other hand, some problems emerging with the use of ICT in the language classroom have been explored by many researchers (Standholdz et al. 1996; Cox, 1998; Johnston, 1998; Cox, 1999; Selinger, 1999; Lankshear, 2000; Torgerson et al, 2002). The negative issues they pointed out in their findings are, mainly, the expense which prevents ICT from being used as widely as desired, parents' doubts even fears about the vast amount of ICT use, insufficient time allocation due to pre-arranged syllabus, also lack of technical support dedicated to the use of ICT, and lastly teachers' inconfidence for their few skills on the new technologies. In this sequence, concerning the availability of the necessary technology, recent studies conducted by Directorate General of Education and Culture (2002) indicate that all Member States of the European Union as well as pre-accession countries are making remarkable effort to catch up and to bridge the new ICT. As to the technical support and time allocation, the same survey reveals that ministries of education began to show a growing awareness of the need to address the question of providing specific support for ICT in ELT and also special teaching/ learning programs are being developed, albeit most frequently taught and used in Europe. Regarding the families suspicions, as Vogel (2001) suggest, it is the teacher's or instructor's task to endure that learners do not, for example, just surf the Web at random, but by directed within a specifically structured task, obtain the maximum benefit possible from time spent

online. At this juncture, a shift of paradigm is necessary in teacher roles more like a facilitator, mentor, integrator (of new media), researcher, designer (of complex learning scenarios), collaborator, orchestrator (of technology, learner and curriculum), learner and evaluator rather than a dominant and authority figure in the classroom.

However, the use and deployment of ICT in English Language teaching is far from satisfactory as ICT tools are reserved traditionally out of the planned syllabus, which is, in fact, directed by the coursebook used for teaching the language. Off-the-shelf commercially produced software packages are provided for limited language skills or components like only for listening or pronunciation, yet a detailed inclusion of various skills and components dedicated by ICT tools is infrequently used in the language classroom. Generally, they are considered to be available for solely self-study but not for in-class use. This illogical inconsistency about what to use individually or in-class seems to be based on insufficient integration of ICT into ELT coursebooks and its inadequate reflection to the course.

4. THE EFFECTS OF GLOBALIZATION ON ELT

Aldokhayel Arab World English Journal www.awej.org ISSN: 2229-9327 108 environments. This is because, as argued by Ellis (1990, cited in Pennycook, 1994, p. 177), 'Western-produced textbooks remain ethnocentric and give little consideration to the sociocultural context in which they may be used.' For example, some ELT coursebooks, which are published in the West, may be inappropriate for Muslim teachers and students because these coursebooks may introduce things which are prohibited in Islam such as having sex outside marriage or drinking alcohol.

With regard to the technological changes (for example, networked-based language teaching) produced by globalization, Warschauer and Kern (2000) argue that these changes affect ELT and learning in general and the improvement of some learning skills. One of the examples, they give, is the reading skill. They (2000) go on to argue that there is a shift in reading practices especially among young people who grew up with computers. That is to say, in some cases the screen is replacing the page. Different psycholinguistic processes may be required to decode information from a screen rather than from a page, especially when this is done at the click of a mouse, and the increase use of electronic dictionaries. This can imply that some regarding skills such as skimming, scanning, and guessing words from a context may be weakened and not enhanced.

This section focuses on some of the effects of globalization on ELT. It discusses, respectively, the positive and negative effects.

4.1 Positive Effects of Globalization on ELT

In this era of global English market, as stated by Pennycook (1994), ELT is considered to be a kind of service industry. This means that English language is seen as a commodity, and teaching it is a service provided for people. This commodification, according to Block and Cameron (2002), affects people's motivations and choice of language to be learned in that they may prefer English over other languages because it is associated with better jobs, higher positions and promotions. In support of this, Heller (2002, cited in Block and Cameron, 2002, p. 71) observes that 'many entry-level service jobs in tourism, travel, leisure and hospitality demand foreign language competence.' In Saudi Arabia, for example, job applicants who can write and speak English are much more likely to obtain positions in private sector business or government. Furthermore, Block and Cameron (2002) confirm that multinational companies and transnational corporations, which are connected electronically, train their staff in written and oral English communication skills. This great demand for learning English needs more teachers to teach it in, for example, schools, training centres, academic institutions and so on. This can imply that there are many career opportunities for English language teachers. Block and Cameron (2002, p. 156) also confirm that 'as demand for English grows, more providers of ELT service appear and competition becomes fiercer.' Within this massive service industry, moreover, it is important to consider some organizations such as TESOL (Teaching of English to Speakers of Other Languages), TESL (Teaching of English as Second Language), TEFL (Teaching of English as a Foreign Language), the British Council and English

foreign/second language examination market such as IELTS (The International English Language Testing System), TOEFL (Test of English as a Foreign language) and so on. Such organizations and agencies, Phillipson (1992) asserts, contribute to promote ELT and create a new marketplace in the global economic forces. Pennycook (1994, p. 158) observes that 'now English is a global commodity to be bought and sold on the world market.'

Phillipson (1992, p. 48) states 'ELT seems to be marketable worldwide. There is a demand for material products and resources (books, jobs for English teachers, space on timetables).' Globalization provides a variety of subject matter in the new language material, to present different cultures and habits from various societies worldwide. Block and Cameron (2002) remark that the coursebooks of ELT, which are bought and sold globally, are carriers of cultural messages. Similarly, Pennycook (1994) confirms that the export of English carries with it cultural messages. This may attract English language teachers and learners to know something about the world around them. Besides, globalization helps in sending many qualified native speakers around the world to teach English and this can help somehow in acquiring and knowing something about the culture of native speakers of English. Pennycook (1994) maintains that teaching practices can be seen as cultural practices.

Globalization contributes effectively in developing materials of English language teaching and learning through sharing and getting benefits and experiments from a lot of specialists, experts and methodologists all over the world. In support of this, Gray (2002, cited in Block and Cameron, 2002, p. 156) asserts that some European countries export materials and offer their own ELT programmes to the rest of the world. Pennycook (1994) argues that ELT practices, beliefs, techniques, approaches, methodologies and materials that emanate from the West represent very particular understandings of language, communication, learning, education and so on. This could be seen through the application of computer networks in ELT that can help language learners access multimedia materials.

Globalization supports and strengthens communication between millions who have completely different cultures. One form of this global communication trend is ELT. For example, the use of the Internet technology (for example, online learning) to learn English can encourage communication between teachers and learners who are in different places. Warschauer and Kern (2000) maintain that nowadays language learners can communicate with their teachers, fellow classmates, and native speakers by electronic mail. In addition, Block and Cameron (2002) point out that computer mediated communication (communication over a network) helps learners understand both language use and intercultural exchanges. Being a global service industry, as suggested by Pennycook (1994), ELT provides this service for a range of specialized areas through the field of ESP (English for Specific or Special Purposes). For example, in Saudi Arabia English seems to be the only instruction medium in some schools such as medicine, engineering and computer science. Some courses such as EST (English for Science and Technology) and EMP (English for Medical Purposes) are taught in these schools. Clearly, this expands the role of ELT to supply several academic disciplines.

Global technology offers new teaching equipment which can help teachers in ELT such as overhead projectors, laboratories transparencies and so on. In addition, teachers can use the Internet to benefit from the unlimited teaching websites that provide them with the newest researches and articles in the broad field of ELT.

The above discussion of the positive effects of globalization on ELT implies that ELT is considered to be a great business. Indeed, ELT plays a key role in providing better jobs for some people. It also expands communications, interactions and integration of people either in the local or global contexts. Currently, it has both local and global position that implies its importance for many corporations, companies, and other specialized fields. In this era of technology upheaval, it has become much more modern, advanced and developed.

4.2 Negative Effects of Globalization on ELT

It could be argued that although some global ELT approaches or methodologies can be effective and useful in some ELT classrooms, they can be inappropriate for particular ELT classrooms in which they

may be used. Pennycook (1994, p. 159) affirms that 'the export of applied linguistic theory and of Western-trained language teachers constantly promotes inappropriate teaching approaches to diverse settings.' Both the process and content of ELT can include some values, traditions, and social habits that may not socially and culturally correspond with particular

5. THE IMPACTS OF ICTS ON ELT

No doubt, motivation is the cornerstone in the process of acquiring or learning a foreign language; therefore, learners usually have a positive attitude toward computers. Even though, the modern technologies are double-edged sword, their advantages are acknowledgeable over its pitfalls. No doubt, they have significant, positive impacts on ELT, the following are some them:

A. Availability of the Materials

ICTs are very stimulating because of the availability of the learning materials whether it is computer-based, in the web or on CDs; therefore, the student can learn at his own pace with a very patient tutor (the machine). Meanwhile, the use of online telecommunications for teaching and learning via the computer in the classroom across the world will consolidate the improvement of different academic skills. The availability of images, animation, audio and video clips they help much more in presenting and practicing new language.

B. Student Attitudes

ICTs have positive effects on student attitudes toward the language teaching and learning. Students felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem when using computer-based instruction. This was particularly true when the technology allowed learners to control their own learning.

C. Autonomy

Students have the opportunity to choose the element/s of language which they want to focus on meeting their learning strategies or learning styles. Here, the learner-centered approach is supported by these facilities offered by the ICTs while the tradition techniques approaches failed to give such opportunities. The student feels free to practice the language without fear from the others at their own phase and pace.

D. Authenticity

ICTs provide authentic learning environment, because the learner can interact with others across the continent are very motivating to the language learners. Confronting such challengeable situations is the touchstone for using the language in authenticity not artificially. The ICTs as tools for learning are very motivational; however, they are very attractive and accessible.

E. Multifaceted Tools

No doubt, (ICTs) could successfully contribute to two ends: creating a blend of classroom materials and delivering those materials in multiple ways. They facilitate different activities such as testing, doing exercises and performing different pedagogical tasks or games.

F. Help Teachers

ICTs help the teacher to prepared, produce, store and retrieve their materials easily and swiftly. The availability of different rich texts, different topics, quizzes, exercises help in saving the teacher's time. Despite the opportunities and facilities offered by the modern technologies in assisting better teaching, but they do not replace it. So far, the skillful teacher is the only person who is shouldering the responsibility of delivering and achieving the teaching goals.

G. Student-centered

ICTs help the student be exposed to language clockwise and definitely they help them to write and edit their work in order to produce a well published work. Likewise, computers encourage students to do extra work outside the classroom, play language games and, hopefully, gain extra exposure to the language and improve their progress in the language and support the student-centered concept. Via the computer and the internet the students will be able to communicate with others in different places.

Moreover, ICTs help the shy or the quiet students who sometimes abstain from asking questions or challenging information to communicate and ask questions. Using modern technologies in the learning

environment has been shown to make learning more student-centered and improve the learning process by stimulating teacher/student interaction. Furthermore, ICTs enhance collaborative learning which results in higher self-esteem and student achievement. They promote critical thinking and student-student interaction.

H. ICTs in Self-Assessment

The examinations generally test the reading and writing skills of the students, totally neglecting the listening and speaking skills, which are indispensable skills for the learners in their future career. The listening capacity can be tested through computer-assisted packages like listening to a dialogue/passage and answering the questions or listening to lectures and then answering short questions or true or false statements. It will enhance their talents for taking international tests because many competitive exams follow such a pattern to test the grasping ability of the students.

6. THE POWER OF ENGLISH LANGUAGE

We are teaching English and learning English, but why do we want to teach English, in contrast with other foreign languages? The given answer is that English is the most widespread language in the world. It is difficult to guess exactly how many English speakers there are. However, according to estimation there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language or foreign language.

English Language Teaching (ELT) importance is in its steady progress via many means of modern communication technologies and inventions. Graddol (2000) states that in the year 2000 there were about a billion English learners but in the year 2010 the number will be doubled. Moreover he indicates that over 80% of information which is loaded on the Internet is in English language. Amazingly, for the first time in history there are more non-native who use a given language than its native users at all.

The importance of English is not just, in how many people speak it, but in what it is used for. English is the major language of news, internet and information in the world. It is the language of medicine, business and political affairs in some countries, where it has other minor languages. It is the language of science and technology in countries where it is not a native language. Moreover, in the workforce competency in English is required beside the very field of specialization. Therefore, English for us is an evitable language to be taught and learned in our educational institutions if we want to keep in touch with the each other and up-to-date in our information.

6.1 Recommendations for the Successful Integration of Technology

In the following section, the researcher presents some recommendations for learners to improve their language skills through using technology:

1. Teachers should implement a technology plan that considers integration strategies along with purchasing decisions (Pourhossein Gilakjani, Leong, & Hairul, 2013).
2. Professional development should be specifically considered in order to assure learners' learning and to change the attitudes of teachers unfamiliar with the advantages that technology provides (Pourhossein Gilakjani, Leong, & Hairul, 2013).
3. The technology plan must be closely aligned with the curriculum standards. Teachers should know what educational approach is the most effective one when integrating technologies in the classroom (Pourhossein Gilakjani, Leong, & Hairul, 2013).
4. The computer technology is an integral part of the learning activity through which skills are transferred to learners.
5. Language teachers should urge their learners to use technology in developing their language skills.
6. Universities should regard technology as a significant part of teaching and learning programs.
7. Technology experts should provide extra assistance for teachers who use it in teaching their English courses.
8. Teachers should be a pattern for their learners in using computer technology (MEB, 2008; Pourhossein Gilakjani, & Sabouri, 2017).

9. Teachers should create technology-integrated lesson materials. These materials should concentrate on teaching and learning, not just on technology issues.
10. Teachers should find the ways that technology can help them towards learner-centered instruction as opposed to teacher-centered instruction.
11. Teachers should be aware of their roles as guides and facilitators of their learners' learning (Molaei & Riasati, 2013; Pourhossein Gilakjani, & Sabouri, 2017).
12. In order to facilitate the integration of technology, enough support and technical assistance should be provided for teachers.
13. Training should be provided for teachers to learn how to use and teach it effectively.
14. Teachers should seek the guidance from their colleagues who can help them teach better through using technology.
15. Technology is one of the important tools of language learning activity; it helps learners to improve their language learning skills.
16. Teachers should encourage their learners to use technology in increasing their language abilities.

CONCLUSION

The development of ICTs has resulted in a dramatic change in almost all parts of the society and the global world. A similar change is fundamental in education, likewise, in language learning context so as to comply with changes. In this respect, the changes required the integration of ICT tools and applications to all aspects of language learning process like teaching, learning, curriculum, management as well as materials, especially course books as a main medium used to teach English Language since ICTs overlap the needs and expectations of the learners that are grown up in a constantly changing and innovating society. Indeed, globalization is a process that implies radical changes in our life. It has increasingly promoted the spread of both English language and ELT. It is argued that there is a reciprocal relationship between English and ELT. Clearly, while they promote each other, their current global position implies their importance to many global and local aspects. This review paper revealed that learners can benefit from the technology-based activities provided that they are related to their needs and interests. The findings of this review paper represented that technology integration allows teachers to be more creative and more effective in their teaching and it motivates learners to be engaged in classroom activities. The literature review indicated that technology integration helps learners learn what they want to learn and learn more than what teachers ask them to learn. It is because of technology integration that more and more learners and teachers are becoming more interested in learning and teaching foreign language skills. It is expected that technology integration will continue its contribution to the effective learning and teaching of English language skills. Furthermore, teachers should always remember that technology is just a tool, and learners' learning progress depends on the suitable and creative instruction. In addition, through technology-based English teaching, learners will be more motivated and guided to communicate with each other and the process of learning skills will be more student-centered but less time-consuming. It has been the purpose of this paper to argue that globalization has seriously influenced the field of ELT all over the world. It strikingly contributes to the improvement of ELT. However, global ELT may introduce some particular forms of culture that are not suitable for a particular ELT context.

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