**The Use of Modern Technology in English Language Teaching- ELT**

by

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**CHAPTER 1**

**INTRODUCTION to ELT and MODERN TECHNOLOGY**

**ABSTRACT**

Learning a second language is always a difficult task and so, children is given the task to do it in the elementary stage. It depends on various factors and combining that factors the result comes on. A favorable outcome results in when the teachers devote themselves to teach the younger the Achilles task as soon as possible. Sometimes the result become satisfactory but most of the time it doesn’t happen. And because of this reason, technological use on this teaching should be performed after actually realizing in which pattern it will be most effective. The research on this matter should be applied to singular aged number of people. So, this research paper is based on Elementary level entered students’ characteristic of accepting vastly used English as a second language. The specific arena here selected is Bangladesh. Bangladesh is a developing country and recently, it has promoted to low profit country than under-developed country. Thus, it is very much in need to determine which technologies are of most value when it is applied to the system getting English learned by the elementary levelled entering students. Search the number learners of English are in the increasing percentage, mass of the newly developed tools are implemented on this English learning teaching system.

**1-1 Introduction**

Nowadays, teachers are trying to implement the new technologies such as videos, podcasts, e-Learning applications, several websites, and blogs etc. for learning process technology has an immense part to play. The part can be played in and out of the classroom. For generation to generation, teaching every language- the technology used where in accordance with that times scientifically innovation. Most of the time, the language classes came in the form of some used technology. The technology that are being used was actually introduced to enhance the language learning process. Teachers cope up with the classroom activities by aggregating the language learning. Technology plays as an equipment to help the teachers move up to the speed of the language learners- In this case- the elementary class students the study that has been made in hair mainly focuses on the technologies which are the recently used to teach English to the elementary class students in Bangladesh. It tells different attitude of the learners when technologies are used in English language teaching. In the paper, the researcher use the technology and technological integrated systems as the tool of the teachers for teaching English language and also the equipment are also widely discussed thoroughly in literature review part. Some prepared old studies on using technologies for the sack of improving language learning skills, as well as some other recommendations for the improved usage of these technologies, that assist learners in enhance their learning skills, has also been discussed along the paper. The literature review particularly tries to cover the fully effectiveness on the usage of new technologies that improves learners’ language learning skills and in this case the language here is English.

**1-2 Multimedia usage in the platform- ELT**

Several number of multimedia can be implemented to increase the quality of education and thus continue in posting the more implications for the training of second language. From now onwards, the repetition of using the same book again and again can be avoided choosing the multiple source of multimedia on the teaching of English language teaching. Teachers can use this multimedia platforms to eradicate boredom in study. Teachers can engage into using multiple types of multimedia in one single classroom. And as it is using for the elementary school going children they are most likely to adopt the advantages of the multimedia usage when they are being taught English as a second language. This will carry forward to the high school students too and also the implication of the study materials related to the teaching will increase as future innovations are going to add upon that matter. If we look into the traditional books then we will find there are the gap fill u exercises are less useful then the real communication that can be made through multimedia. Engaging on to listening a language makes it up to learn the language. Multimedia allows students to listen the language spoken to one another on the local arena and thus the students adopt to the right uses of the right words in the right situation on the real life scenario. Students are less likely to comment on the podcast as the lesson on to them and the particles of that language tends to become more interesting as podcast makes variable voiceovers effective on the language learning training. As of the teaching focuses on to ride into the advanced level, a wide range of free listening podcasts can be found in the internet. iTunes, YouTube kids, SoundCloud etc. At the wide range of medias that are being used. Listening to radio can be another alternative to the multimedia that is being discussed. Teachers can use the plethora of songs to make the students listen to the real punctuated sentences and the words. Students are likely to create more and more of the use of the multimedia on their studies when they are being taught in the way of using it in various ways. In these days, students are given the chance to use laptop, computer or a smartphone to listen to the podcast made by their own selves and this made their pronunciation much better. When the videos are used on making the children more engaged into the real language system, then it becomes more interesting as they can make of figure to their imagined symbols of characters of the language system. Videos which are of lyrics to various songs make it their favorite to use the language’s own letters, words and phrases in the right places. The maximum number of young students have been given the access to the internet more often than not and for this reason the resources become very much nearer to the learners. Different classroom environment with the different taste of diverse range of games improves the language skills by every means. Now people become fond of making countless resources with online games, examining them to get engage into differentiate of vocabulary of that language and thus the teaching become effective on a least margin. By downloading several types of application and games on their cell phones, young students get the chance to practice the skills they have obtained while learning the language. Scrabble, crosswords or even memory games are very much entertaining for the young as the games are most likely to engage them on learning the actual set off different set of word of the English language.

**1-3 Research study**

**Research studies in foreign language area for young learners indicate that technological development is very important and effective in learning a new language. Technology, internet and many computer games could promote language learning positively if they are used correctly. Socio-cognitive approach brings language learners improved chances to interact in an authentic social arena. Thus, Internet can provide socio-cognitive approach through original works and project based studies. Games can increase the support of various vocabulary fields and thus give valuable language feedback. Many researchers has tried to explain the child development and commented that young learners like playing with language such as using games, poems, songs and stories and Internet is one of the most effective places to use language spontaneously. Students raise their language awareness by using on-site games, discussion in different social and cultural context. This idea was accepted by many researchers and they somehow agreed on a point- that language awareness can be faster through intercultural communication. Using improved technological equipment on the teaching of English makes out this chance to young learners and offers them unlimited resources. A researcher mentions the importance of computers and by following this in a repetitive manner such as internet-based activities and other stuffs can make the teachers encouraging the students to spot out suitable activities as well as games in order to make the ultimate success in English language learning. When it comes to the calling- young learners should be encouraged to choose interesting subjects and subjects from the internet. Technological materials that are related to make English more interesting and vulnerable- can be beneficial for students for the sack of English language learning.**

**1-3 Findings**

**On some research -related to this research states a common statement and that is- computer-based language activities not only improves cooperative learning but also adjoins many other fruitful benefits. In this twenty first century world, computers are good friends of children when they are used in a good systematic way. Who other than teachers who are already educated can make the elementary going students follow up the right path? They can motivate them and bring natural environment into their world. From some studies, it is seen and proved that the computer-based activities provide language learners most of the meaningful information and excellent materials for the students. Multimedia and all sorts of internet materials encourage the learners of English language to learn more. Parents have the same sort of idea with language teachers and they also believe on the matter that-computers assist their children to become interested in language learning and it also can improve their brain in a positive way. There is a matter that is indeed a well known fact that -children can lose their concentration in a short time. By ensuring the right kind of usage can make studying of English language more enjoyable and authentic materials sometimes can make this period longer too. As a matter of fact, Internet provides children lots of authentic materials. It is explained by most of the studies that the importance of authentic materials are very much fruitful for the learning process of English as a second language and language learners can find out unlimited cultural knowledge which can be interesting for students and thus it has an improved and stable chance to compare all the learned things with their own culture. If the usage of technology is absoluted planned then it provides most of the English teaching resources and brings learning experience to the children’s world more spontaneously. Technology also brings lots of authentic materials and young learners may be motivated easily in a long language learning atmosphere. Studies on this field proves that electronic chatting, games, e pan pals and podcasts can be interesting for English language learners. Most of the students that are indeed Children for the researched cases are generally visual learners. They want to see at the point time when they are learning. Internet and computer-based activities such as implementing the right usage of projectors in the classrooms bring visual materials to the children’s world. Children can improve their listening, reading and writing skills through media and internet. By knowing the English language through E-mails, the internet, satellite and cable TV, young learners can experience the real value of English in their life. Young learners are full of energy and it can be sometimes difficult to teach them foreign language in class period. Technology can be one of the ways to create real and enjoyable atmosphere for young language learners and increase their language awareness when it is used correctly. Technology also lets young language learners gain language skills outside the classroom when they interact actively. Right and proper use of the new technologies enhance the fruitful learning of the language- English, by every means possible.**

**1-4 Purpose of the study**

**The main aim of this study is to find out the language teacher candidates’ points of view on language awareness via technology and it also reflects young language learners’ ideas on technology in their learning process. This study is limited to the country Bangladesh and the research findings are prepared on the interview session and survey on the elementary school going children of the capital city of Bangladesh-Dhaka and the whole research study has been conducted for fulfilment of research of the English department of University of Liberal Arts Bangladesh.**

**CHAPTER 2**

**LITERATURE REVIEW**

**2-1 Analytical study**

There is a rapid increasing interest in the need to use technology in English language learning at an early age. Young learners need motivation and they can easily lose their concentration during long language learning process. Technology can be one of the ways to create real and enjoyable atmosphere for young language learners when it is used correctly and effectively. As a matter of fact, Technology lets young language learners gain language skills outside the classroom when they interact actively. Many researches state that children can improve their language and cultural awareness by using technology in different social and cultural contexts and language awareness can be faster through intercultural communication. Technology gives this chance to young learners and offers them unlimited resources. The main purpose of this research is to examine the teacher candidates and young learners’ perspectives on technology use during language learning process. This research is a qualitative study which contains structured questionnaires for elementary school going young learners from a primary schools in Dhaka, Bangladesh. In order to analyze language teacher candidates’ point of view on language awareness through technology, some questions were prepared for them and those were also prepared for young learners’ ideas. After the research application, teacher candidates mentioned that technology based games, cartoon films, blogs and some social sites for children affect young learners and increased their language and cultural awareness and young learners explained that English lessons could be easy and enjoyable when the teachers use technology outside the classroom. Technology provides numerous tools that teachers can use in and out of the classroom to enhance student learning. This page provides an introduction to some of the most common. As the research were ongoing, it provides many kinds of support, including hands-on training in using classroom technology. There are also numerous on-line resources about using technology to enhance teaching in a number of different ways.

**2-2 Connection of technology with the students**

Technology plays an important role within students’ lives. When they are not in school, almost all the things that they do is connecting with some way to technology. By integrating technology into the classroom, teachers are changing the way they used to teach (lectures six hours a day) and providing students with the valuable tools that will take them into the 21st century. Technology changes by the minute, and as educators- the English teachers always need to keep up with the times in order to best prepare our students for this ever-changing world that we live in. While they can prove how integrating technology into the classroom has its benefits, it’s important to note that traditional learning processes are just as essential. However, utilizing time to learn about each element of that education-tech that the English teachers will incorporate into their classroom. When they do, young students will find that technology can have a profound impact on their students learning.



Fig 2-1: Students interacting with the Teachers with Technological invention

Below are links to resources on using specific types of teaching and learning tools.

**2-3 PowerPoint Presentation**

Sometimes it's helpful to provide visual aids to complement teaching, stimulate discussion, or allow out-of-class teaching. The tools that are exactly designed for this purpose, such as PowerPoint, can be used well or used badly. Resources that provide advice for thoughtful use of PowerPoint, as well as a few additional presentation tools can be used in the classroom by the English teachers.

**2-4 Projectors and Clickers**

Using projectors and smartboard instead of Blackboards to visually making learning materials very likely to be seen clearly, on room projectors usage can be of great help to the English teachers while making young students learn it as a second language. One way to encourage student engagement is by using electronic devices that allow students to record their answers to multiple choice questions and allow the teachers- instantly display the results. The anonymity encourages participation, and their answers help the teacher know when further discussion is needed.  By using clickers- It can also serve as a catalyst for discussion.



Fig 2-1: Students interacting smartboard in the class

**2-5 Collaboration Equipment and Online Projects**

It is technology that can support student collaboration on creating new knowledge, reflecting on what they are learning, or working together to gain a deeper understanding of course material. Technology can also clarify and stimulate thought through transforming words into pictures.

Now there will be a discussion where there will be discussion on some tools that help leading the students to think more critically by encouraging them to visually structure information.

**2-6 Classroom Flipping**

How can the teacher make the best use of the classroom time we have with their students? Sometimes a great way to move them toward higher levels of understanding is to move the lecture out of the classroom, and use in-person time for interactions that require applying, synthesizing, and creating. Meanwhile, "Flipping" doesn't have to use technology, but tools such as videos, podcasts, online quizzes and the like can help in and out of class activity work together. The discussed way lists the theory underlying this teaching method and provide practical suggestions for making it work.

**2-7 Podcasts and Games**

Whether for a flipped class or just as a resource for the teachers’ students, they may want to create a podcast that conveys information students need for initial learning or review. Another way is the usage of games for teaching the English Language. What could be more engaging than a good game, used well? Studies has proved that a game may lead to deeper learning and give some examples of their use in higher education.

**2-8 Tablet Computers and Conversion of Face-to-Face Course into an Online Course**

We're only beginning to explore their many possibilities for higher education. Teaching online, whether in a hybrid course or a wholly-online course, requires different techniques and different tools.  Without the F2F contact, professors will need to be even clearer about setting and articulating expectations for digital work and participation.  Encouraging interaction between professor and student and among students is an additional challenge, as is monitoring student learning as the course progresses.  The online environment requires the use of basic technologies to digitize course materials as well as mastery of the university's learning management system.  And various tools like Skype allow synchronous communications, while blogs and Facebook and Twitter can encourage asynchronous interaction.

**CHAPTER 3**

**METHODOLOGY**

**3-1 Technological Elements Integration**

A recent report predicts that the demand for learning English is likely to fuel the growth of the software market for English language learning and development. This software can combine verbal and visual learning, streamline processes and motivate more learners to collaborate. Pearson English offers a number of online courses and applications (apps) that help bring learning to a wider audience. Teachers can direct their students to Longman’s flagship Learner’s Dictionary, which is now available as an iPhone/iPad app: it’s the most up-to-date dictionary and now includes an integrated thesaurus.Other ways to encourage students to learn on the go include Pearson English Readers, the Top Notch course and the Discovery Island game. Gamification – using games for a task, in this case to promote learning – benefits students and teachers because the use of such technology can promote better speech fluency and retention.Online tools that can perform online assessment and monitor student progress are also popular. Students can gauge their performance by evaluating themselves on the four skill areas of reading, writing, listening and speaking – and then gather feedback so that they can improve on their weaker areas. Progress from Pearson English was the first online, fully automated progress test. It accurately measures student progress in English, highlighting both strengths and weaknesses to inform teaching. A news channel in Arizona has reported on a teacher who is using technology with her learners in a slightly different way. Looking for ways to motivate her pupils, she came up with the idea of teaching them through building robots. Thelma explains: “As the students build their robot, they not only learn maths, science and engineering, but they also learn English. Because it’s after school, I could translate some things that I maybe couldn’t get round to during the regular school day.” The words the children are learning include “gears”, “narrow” and “precise”. One pupil has found it has particularly helped her concentrate on one particular skill. “I’ve improved in my reading. I wasn’t very good as a beginner, but then I started getting better,” says Valeria Nieto. Another new piece of technology catching people’s attention is a translation earpiece that can deliver highly accurate results instantly. Real-time translation is being addressed by all the major tech companies, including Google, Microsoft and Apple, but the first to launch a translation earpiece is Waverly Labs. Using a combination of speech recognition, machine translation and voice synthesis, the Pilot takes the spoken words of one language and translates them into another one. It consists of two earpieces and an app that integrates with a smartphone to begin translating as soon as the conversation begins. With a delay of only a couple of seconds, this real-time translation earpiece enables users to conduct a conversation in the language they have selected. Waverly Labs readily admits that machine translation is not perfect and sometimes makes mistakes, but with increased usage the translation engine improves its accuracy. Some teachers organise a BYOD (bring your own device) to lessons although there will be students who don’t have a device. Technology quickly becomes outdated but, while an old device may appear worthless, for a teacher with limited technology in the classroom, it would make a valuable gifts. Regardless of the type of device that you have, connect it to a television (which doesn’t have to be a modern flatscreen) or a discarded computer monitor. By doing this, you can still use technology to project presentations and websites and allow students to explore websites while the rest of the class watches. There are also many free apps that can be used in the classroom and by students when they go home. Today’s app market is fast-moving and some may only need an internet browser to operate them, in which case an old smartphone or flip phone may be fine for your students.

**3-2 Benefits of using Technology for the Improvement in Language Skills**

Some studies have been done on the advantages of using technology in English language teaching and learning. A researcher stated the use of ICT acts as a catalyst in motivating teachers and learners to work in new ways. Nowadays, researchers understood that as learners become more autonomous, teachers feel that they should urge and support their learners to act and think independently. Moreover, the application of Computer Assisted Language Learning (CALL) changes learners’ learning attitudes and enhances their self-confidence according some research findings. Other than that, Information and communication technologies (ICTs) have more benefits for teaching and learning. Firstly, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners are able to become more independent spontaneous on learning and using English Language. Finally, learners can process as new learner-based educational materials and thus, their language learning skills can increase I much high margin. Alongside this, the use of technology has rapidly changed the methods from teacher-centered to learner-centered ones. Here as now, teachers should be facilitators and guide their learners’ learning and this change is very meaningful for learners to increase their learning as of many previous researchers. Another way around, the use of technology increases learners’ cooperation in learning tasks. Moreover, it has great assistance in gathering information and interacting with resources such as videos. There is a finding by previously researched material in this subject and that is of two different views about how to integrate technology into the class. Firstly, in the cognitive approach, learners gather the opportunity to maximize their exposure to language meaningfully and build their own knowledge. Secondly, in the social approach, learners must be given opportunities for authentic social interactions to practice real life skills. This objective can be obtained through the collaboration of learners in real activities in learning of English Language. Other than that been discussed, a research show that computer-based communication is a useful feature for English language learning. Another way, Computer-assisted discussion features more equal participation than face to-face discussion. A researcher supported the above view and proved that access to authentic materials in the target language is critical for successful language learning. According to many researchers, technology helps learners and teachers in studying the course materials owing to its fast access. Advancements in technology play a key role in preparing learners to use what they learn in any subject matter to finding their place in the world labor-force. Technology helps learners’ learning and serves as a real educational tool that allows learning to occur. Many researches among the subject of using technology all the way in teaching English seems to have carried out a on the role of technology in language learning. The results revealed learners’ learning was improved by integrating technology into the classroom when it comes to the talking of integrating technologies in the English teaching classrooms. Learners stated that the use of technology in school makes learning enjoyable and helps them learn more by a huge margin. Learners also said that technology makes learning interesting, enjoyable, spontaneous and interactive. The other outcome of the researches performed was that the use of technology increases learners’ motivation, social interactions, learning and engagement. Studies along the matter that is being discussed, asserted that one of the impacts of using technology in the language classes is the increase in cooperation among teachers and learners. Meanwhile, as the teachers allow learners to become assistants in the teaching process, this can increase learners’ confidence. However, learners are granted the chance to reinforce opinions and abilities already learnt. Moreover, learners can help teachers in technology integration because learners have had abundant time to master technology while teachers work on directing the instruction. Some researcher emphasized that the use of computer- based classroom shows a real learning experience that increases learners’ responsibility. Meanwhile, teachers stated that the use of Internet and e-mail urges learner-centered learning. Researchers of this matter carried out a study and declared that by using technology, learners get the chance to increase their exposure to language in a meaningful context and make their own knowledge. Learners should have opportunities for social interactions to practice real life skills. Finally, it is seem to be found as, this is achieved through learners’ cooperation in real activities. The researchers of the matter if it is much more meaningful to use the newly entered technological inventions into classrooms of the young children performed a research towards the effect of technology on learning. Whereas, the findings obtained from this study revealed that learners increased their learning through incorporating technology into their classes. Thus, the researchers emphasized that technology made learners’ learning interesting and interactive and increased their motivation, social interactions, and engagement. In another research on this matter, some researchers carried a study on using technology in improving learners’ reading and writing skills. Up on the findings- the results of this study indicated that technology tools enhanced learners’ reading and writing skills because they are user-friendly, and learners can learn at a faster and more effective way. The other finding of this study was that leaners learn more effectively when they use technology tools instead of traditional teaching system because the Internet provided a favorable learning environment for learners’ learning, facilitated a fresh newly invented platform for learners who can have a convenient access to learning lessons. The other study was done by a researcher on using WhatsApp applications in English dialogue journals to improve learners’ writing, vocabulary, word choice, and speaking ability. Based on the results of this study, it was concluded that WhatsApp showed improvement in learners’ writing skills, speaking skill, vocabulary, and word choice. On another study, a group of researchers performed a study on examining students’ motivation and engagement in the classroom. The findings obtained from this study revealed that students were more likely to engage in classroom when technology is used as an educational tool inside the class. Technology tools show an improvement when it comes down to accessibility and motivation. On another research a couple of researcher performed a study to investigate whether Wiki technology would improve learners’ writing skills. Learners were invited to join a Wiki page where they would write passages and then read and answer the passages of their fellow classmates. Learners indicated that the immediate feedback they received was a benefit of using this kind of technology. Another finding was that learners learned vocabulary, spelling, and sentence structure by reading the work of their classmates.

**3-2 Methods of study- A Case Study “How technology enhances English learning Process”**

Students at an elementary school has a projection system and video screen have been installed. As an example, a teacher announces that today they will be joined by a guest lecturer of a corporation. The lecture by the guest lecturer will be given as video conferencing. This is an example of one of the creative ways faculty members in an area are using technology to enhance their students’ learning. In the scene described above, the teachers use video conferencing to bring an international guest speaker to their organization studies seminar. Across the School, faculty are using technology to help students’ master subjects from elementary and secondary school instruction to bioengineering to structural equation modeling. They are developing their own skills while making students comfortable with the technology that will help them be successful after leaving the school. As they introduce more and more technology into the classroom, faculty are finding it raises the quality of class discussion and involves students much more deeply in their own education. The video conference links to bring in guest speakers and incorporates video and audio technology into most of the teachers lectures. Technology can also improve the dynamics between teachers and students, often leading to enhanced learning. Students can see teacher’s doing a lot of work to further their education and there’s an appreciation factor that ultimately contributes to their own motivation. Students who may question how much their professor’s care about teaching can also see evidence of the time and trouble taken to prepare for class.

**3-3 Theoretical Framework**

A research was performed to integrate technology into their teaching and scholarship in an institution. According to many researchers- teacher education programs in the study required students to take at least three credit hours related to generic instruction technology skills. However, these courses did not provide a meaningful context for how technologies apply to and can improve teaching and learning. Nor did these courses prepare teachers to use technologies in various instructional settings. Moreover, stand-alone instructional technology courses did not result in classroom integration of technologies with the elementary school students. Another study on this matter also revealed that teacher educators did not model the use of educational technology skills in their teaching. Furthermore, when educational technology was available in the students classrooms, preservice teachers did not use the technology in field experiences and most did not work under cooperating teachers and supervisors who could advise or support them in technology applications. Here, the researcher criticized the isolation of teacher preparation programs from a society in which technology plays a vital everyday role. Teacher education programs do not prepare new teachers to be the change agents for the public school environment. Just teaching them how to use computers is not enough. Pre-service students need to experience alternative teaching and learning models and strategies as part of their own education. Unfortunately, effective modeling of information technologies by teacher educators in schools is not common.  According to another research the majority of US undergraduate education faculty members continue to use traditional lecture/discussion/textbook methods. Some other researchers reported that regular use of technology is infrequent among most social studies faculty members. As a result, most teachers graduate from teacher preparation institutions with limited knowledge of the ways technology can be used in the classroom.  In contrast to this matter, those teacher preparation programs embedding hands-on technology models in methods courses and student teaching requirements are more likely to produce teachers who use technology in their own practice. Other researchers argued that college of education should increase their use of technology, provide their students with opportunities to use technology, and model the use of technology in instruction. Another researcher reported that elementary teachers use computers primarily for administrative and preparatory tasks and not for instructional activities with student.

**3-4 Reference of Successful Technology Integration**

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.

16. Teachers should encourage their learners to use technology in increasing their language abilities.

**CHAPTER 3**

**CONCLUSION**

According to the teacher candidates’ ideas, it can be said that technology has a positive effect on children’s language awareness when it is used appropriately. In other words, Language teacher candidates are aware of this good impact and think the teacher is the key factor in this unlimited world. It is obvious that technology brings real world in front of children. These teacher candidates’ ideas demonstrate that technology is inevitable in today’s world. Not only does it teach a new language but also it assists young learners gaining new cultural items. Therefore, young learners can be more motivated and active via technology. Although teacher candidates think that technology is really very important for young learners, young learners do not have the same idea with them. They like technology in their real life, however; they want to live real language learning atmosphere in the classroom. They want to play language games and communicate with their teachers. They only want to use technology outside in order to do their tasks and homework.

In conclusion, it can be suggested that young learners’ teachers should use technology in their classes in order to increase their students’ language awareness but the teachers should be careful while using technology inside and outside of the classroom, they should organize the activities according to children’s age, language level, interests and needs. In addition, language teachers should lead the young learners and their parents to correct web sites after the class period. Teachers also should create task-based activities and prepare project-work for their students. Thus, the research hypothesis is proved to be true of using new technology on elementary school children for teaching English as the second language in the classroom.

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