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**COMPARISON TRADITIONAL METHOD OF ENGLISH
LANGUAGE LEARNING AND USE TECHNOLOGY AMONG
SECONDARY SCHOOL**

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Abstract:

Technology can be a robust tool for converting learning. It can help assert and improve relationships between teachers and learners, change our methods to learning and collaboration, narrow long-standing availability gaps and modify learning experiences to meet the needs of all learners. This study aimed at investigating the students'

Introduction:

Technology is more present than ever. Young people are interested in technological products, but their opinions on education and careers in technology are not particularly positive (Johansson in Mathematics, science & technology education report. European Round Table of Industrials, Brussel, 2009). While technology supports students taking responsibility for their own learning and therefore promotes building the necessary skills to become lifelong. As digital technology resources pervade schools and classrooms, educators are rethinking the nature of teaching and learning and refocus education from teacher to student and from teaching to learning (Owston, 1997).

Well-established technologies, such as the personal computer and internet access, have become nearly ubiquitous for foreign language (FL) learning in many industrialized countries. In addition, relatively new technologies, such as smartphones and other mobile internet-accessible devices, are increasingly available. Other technologies, such as natural language processing (NLP), are still maturing. As technologies mature, become readily available, and are adapted for FL pedagogy,

instructors may alter their teaching strategies or adjust their teaching activities to most effectively utilize available resources. At their best, technological innovations can increase learner interest and motivation; provide students with increased access to target language (TL) input, interaction opportunities, and feedback; and provide instructors with an efficient means for organizing course content and interacting with multiple students. At their worst, the use of new technologies can result in inappropriate input, shallow interaction, and inaccurate feedback; student frustration with software and hardware; distraction from the learning task; and a general over-emphasis on delivery modality over learning objectives (Golonka, et al., 2014)

Students are getting more and more involved with interactive technology during their daily activities, both at home and in classrooms. However, little is known about the effect of using interactive technology in classrooms on students English learning results. Does the use of interactive technology for education actually improves students language? Besides, there is little evidence that students and teachers actually hold positive attitudes towards the integration of digital learning methods in English learning .

Previous Studies:

According to Goodwin (2012), the development of interactive technology introduced a new generation of educational tools, that have been praised as revolutionary devices that hold great potential for transforming the traditional learning environments. The emerging use of these tools causes a transfer of the traditional learning model where the classroom is the central place of learning driven by the teacher, to a modern learning model in which the teacher is no longer at the center of the learning process. For example, the portability and connectivity of mobile devices, such as tablets or laptops, provides children access to a broader and more flexible source of learning materials than materials that are offered in traditional classroom settings, such as blackboards or books (Goodwin, 2012). A report of Schuler (2012) showed that more than 500.000 applications designed for learning are available to download from Apple's App store, which gives schools access to a wide range of learning materials for mobile devices such as the iPad.

To our knowledge, only one published study has compared the effectiveness of CMS use and traditional, non-technological alternatives. Sanprasert (2009) examined the effect of CMS use on language learner autonomy in a study of 57 Thai English as a Foreign Language (EFL) learners who were split into experimental (CMS use) and control groups (no CMS, but same learning materials). Based on the quantitative analyses of pre-/post-course questionnaires and the qualitative analysis of learner journals, Sanprasert concluded that CMS users became more independent and more confident learners, and that CMS use can help to develop a learner's sense of autonomy.

The objectives:

1. Identify the difference between students achievements in traditional method of English language learning and who use technology in teaching English.
2. Identify the difference between students achievements in traditional method of English language learning and who use technology in teaching English related grade.

Hypotheses:

1. There was no significance difference between students achievements in traditional method of English language learning and who use technology in teaching English.
2. There was no significance difference between students achievements in traditional method of English language learning and who use technology in teaching English related grade.

Participants:

The current study was conducted in Baghdad, Rosafal secondary school of AL-Harery. The participants comprised (85) students. The sample study participants were chosen randomly. Achievement of English were administered for two groups who study in traditional method and who use technology.

Instrument:

The instrument used in the current study was a English achievement, which was used to collect the range of individual differences in two groups.

Professional English teaching method were asked to assess the efficacy of the scale for testing achievement in English among students. As a result, 86% of the English teaching method agreed on items that would be suitable for the students. A reliability test was also performed to obtain the internal consistency of the scale. The result of the Cronbach's alpha was high, at 0.87 for the entire sample.

We have specifically excluded the personal computer (desktop and laptop PC) and internet connectivity. Their near-total, if not total, use by faculty and students in post-secondary education speaks for itself; at least, in terms of acceptance and adoption, if not effectiveness for instruction and learning. Similarly, we did not include existing technologies that have been available for use in teaching for at least a few decades (e.g. televisions, videotapes, audiotapes) or those whose functionalities primarily provide minor modifications to previous similar technologies (e.g. DVD and CD players; digital slide presentation hardware or software); CDs or audiotapes; standard e-mail; or digital slide presentation technologies. The technologies selected for review do not cover the entire space of possible technological aids to FL teaching. In addition to excluding those that we felt were well-established both in society and in the classroom, we also excluded those that we judged as still needing to mature to be widely adapted for CALL.

Procedure:

Experimental research design was used to compare effectiveness of the experiential teaching method and the traditional teaching method for the teaching of English to students in secondary school. According to McLeod (2007), the most common way to design an experiment is to divide the participants into two groups: the first one is the experimental group and the second is the control group. An innovative idea is introduced for the experimental group and not to the control group. The data were collected using a pretest and posttest. For the pretest, teaching English were imparted to both the groups using the traditional teaching method till midterm exams, which heavily employed lecturing followed by task sheet that students completed. The mean scores of both group were compared and significant value was checked to establish that both groups had identical entity. For the posttest, the control group was taught

using the same traditional teaching method, while the treatment group was taught using the experiential learning method till the final exams, such as radio, TV, computers, the Internet, electronic dictionary, email, blogs, audio-visual aids, video, and DVDs or VCDs. The mean score of both groups were again compared and significant value was checked.

Results:

The basic demographic and outcome data are introduced in Table 1. Participants grade, specific.

The results of data analysis are reported with the research hypotheses of this study in mind.

Table 1: Back ground of participants

Personal information	Category	Number	Ratio
Grade	4	43	51.18%
	6	40	48.19%
Specific	Science	47	56.62%
	Human	36	43.37%

Table (1) shows the percentage of grade 4 (51.18%) were more than grade 6 (48.19%). And specific science was 49 (56.62%) while human was 36 (43.37%).

After data analysis, the results arrived at in this study are presented with reference to the hypotheses (mentioned earlier) as follows.

It was found that the data obtained showed disagreement with the first hypothesis. The researcher utilized the t-test to measure the differences in mean of English test $t\text{-test} = t(83) =$, $P > 0.002$ (as shown in table 1). Evidence shows that there exists a significant mean difference in English test with reference to the group who use technology was more than the group who study in traditional method.

Table 2: Mean Scores (Traditional-use Technology) Groups

Groups	Mean	N	Standard Deviation	T (81)
Traditional method Group	71.56	41	4.18	2.18
Use technology Group	76.43	42	5.02	

It was found that the data obtained showed agreement with the second hypothesis. The researcher utilized the t-test to measure the differences in mean of English test related the grade, $t\text{-test} = t(81) = -3.11$, $P > 0.002$ (as shown in table 2). Evidence shows that there exists a significant mean difference in English test with reference to the group who use technology was more than the group who study in traditional method.

Table 3: Mean Scores (grade 4- grade 6) groups

Groups	Mean	N	Standard Deviation	T (81)
Grade 4	72.69	43	4.98	0.07
Grade 6	71.94	40	4.71	

It was found that the data obtained showed disagreement with the second hypothesis. The researcher utilized the t-test to measure the differences in mean of English test $t\text{-test} = t(81) =$, $P > 0.07$ (as shown in table #). Evidence shows that there exists a significant mean difference in English test with reference to the grade 4 group was grade 6 with human group.

Table 4: Mean Scores (science-human) groups

Groups	Mean	N	Standard Deviation	T (81)
Science	77.54	47	4.75	4.28
Human	72.89	36	4.98	

It was found that the data obtained showed disagreement with the third hypothesis. The researcher utilized the t-test to measure the differences in mean of English test $t\text{-test} = t(81) =$, $P > 4.28$ (as shown in table 4). Evidence shows that there exists a significant mean difference in English test with reference to the science group was more than the human group.

Discussion:

Use of technology to enhance FL learning and teaching has grown rapidly during the past three decades, most research has focused on its viability for supporting FL learning; very few well-designed empirical studies support its efficacy for improving FL learning processes or outcomes. Rather, most CALL studies seem to focus on either describing the affordances offered by particular types of technology or measuring their effects on students’ affective reactions, such as increased motivation or increased enjoyment of learning activities. Although describing technology’s uses and students’ enjoyment when using it are admirable and useful goals, it remains unclear to what extent the activities supported by the technology or the potential increased motivation attributed to them actually increase students’ learning.

Conclusion:

In summary, it is clear that despite genuine efforts to modernize traditional methods of teaching English, residual obsolete practices should be phased out and replaced by the use of the available technology on offer via computer, smart devices, display, audio-visual materials, and electronic approaches. This study underscores the vital educative potential and numerous benefits of technology in the language classroom for positive learning outcomes in the language classroom and the wider world, the financial implications of setting up the infrastructure, and encouraging teachers to overcome their anxieties around of teaching technologies. Of course, the purpose of both traditional and modern technologies is to maximize students’ English skills and provide a space where learning can be best facilitated. One of the ultimate goals of using modern technology is to actively engage them students in language learning and

motivate them to acquire English language skills in a practical and realistic way. This can be achieved through an open learning context which fosters openness and access to the subjects and information through modern technology means, wherein students are motivated and directed to communicate with each other. In terms of future development, it is clear that multimedia will be integral to the student-centred process of teaching English to modern standards. As such, the quality of teaching and application of students to modern educational foundations would benefit from an extensive survey of English language skills in to improve overall communication proficiency. In conclusion, we believe that this process can fully enrich student thinking and practical language skills and promote improved efficacy in overall teaching and learning. Indeed it is evident that many routine learning issues that can be overcome through the effective incorporation of technology and appropriately trained teachers, while funding ramifications can be addressed through ministerial planning and the establishment of an infrastructure which prioritizes the interests of effective learning.

Recommendation:

1. It is recommended that the number of courses that use the blended learning method in teaching must be expanded. The reason is that the minority of students who don't like using blended learning tools will probably be able to engage in using this method and try not to stick to the traditional way of learning.
2. Teachers should utilize all available opportunities and resources to offer more motivating classroom learning environment.
3. It is recommended that ministry of education should start adopting the blended learning approach gradually not only in the English but also in other courses.
4. Moreover, this study recommends providing permanent Internet connection in the classes.

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