

PalArch's Journal of Archaeology of Egypt / Egyptology

Comparison Traditional Method of English language learning and Use Technology Among Secondary School A Promotion Research

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Azhar Chassab Jabir. O Comparison Traditional Method of English language learning and Use Technology Among Secondary School A Promotion Research -- Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(8) , 480-488. ISSN 1567-214x.

Keyword: English Language , Technology , Education , Learning.

Abstract

Recently , Technology has emerged as a decisive tool for various aspects of life , including learning .As far as learning is concerned , modern technology can definitely help in asserting and improving relationships between teachers (on the one hand) and their learners (on the other), or in changing our methods to learning as well as collaboration, narrow long-standing availability gaps and modify learning experiences to meet the needs of all learners. On the basis of the above mentioned observations , the present study aimed at investigating the comparison between students' achievement and performance by depending on technological facilities and the use of the traditional methods of teaching English as a foreign language.

Introduction

Education is one of the most important systems upon which any country in the world is based. It is one of the main reasons for the progress and growth in all countries, as its interest in the educational system and making it a priority helps build a bright present and future that pushes it towards progress and advancement. Also, technology has strongly entered in various aspects of life, and has become one of the most important measures for the progress of countries and nations . As far as education is concerned , technology became a part in various educational systems, so the concept of educational technology emerged.

The objectives

Based on the above-mentioned remarks , the current research aims at Identifying and comparing the difference between students' achievements using traditional method of English language learning and those who use technology in teaching English as a foreign language .

Hypothesis

1. There exists no significance difference between students' achievements in traditional method based on English language learning in comparison with students of experimental group who use technology in learning English.

Participants

The current research was conducted in Baghdad, Rosafa1 secondary school of AL-Harery. The participants comprised eighty-five students. The sample study participants were randomly chosen, and they were classified into two groups , an experimental group adopting contemporary technological findings and innovations in their study , and a control group who adopt the traditional methods for learning English as a foreign language .

Previous Studies

To the best of the researcher's knowledge, only one published study has compared the effectiveness between technological employment and traditional, non-technological alternatives. Sanprasert (2009 :42) examined the effect of this employment on language learner focusing on the performance of 57 Thai learners of English as a Foreign Language (EFL) , who were divided into an experimental group (for which technological tools are employed) and a control groups (for which the traditional methods were adopted). He concluded that the first group members became more independent and more confident, and that use of technology can , indeed , encourages students' confidence and self-learning .

Definition of educational technology

Educational technology is a term used to refer to the use of the latest educational methods and technologies in all educational stages, as this is done using technological devices and tools, in addition to organized and planned practices that aim to develop and advance the overall educational process .

It is an integrated system that prepares, evaluates and directs the educational process to achieve the objective goals of education using modern educational research by means of employing the available human and non-human resources to give it the required effectiveness and impact to reach the desired goals of learning. The term educational technology has been known by many educational and development institutions and organizations as follows:

- UNESCO definition of educational technology: UNESCO defined educational technology as the formation of an organization based on the design, implementation and evaluation of the educational process according to

specific and clear objectives, using all available resources to make the education process more effective (manara.com) .

• Definition of the American Educational Technology Commission (AETC) : Here , educational technology is viewed as the curve on which the educational system is based that exceeds all means and tools, which means that it is not limited to a specific method or technological device, but rather goes far beyond that all for the development of the educational program .

Due to the current consequences of the Covid-19 pandemic, technology has certainly taken a major role in various fields of daily life, on top of which is education, in a way that is difficult to compare with previous periods. It is worth noting that young people are undoubtedly the group most interested and affected by technological products, but their reactions to educational strategies and functions may not be particularly positive, indicating this (Johansson, 2009: 43). In addition, (Owston, 1997: 37) believes that modern technology encourages and supports students to take responsibility for their learning, and thus encourages the creation of the skills required to prevail.

Goodwin (2012: 24) believes that the development of interactive technology represented by the new generation of educational tools used has effectively contributed to improving learning, as they are seen as revolutionary methods that have broad potential to change the previously prevailing traditional learning style. The classroom is no longer a central place for the teacher-led learning process, but rather a modern educational model characterized by the use of modern devices that provide learners with access to a multiple source of educational materials compared to the materials that were previously presented in the traditional classroom. (ibid: 47). Schuler (2012: 5) notes that more than half a million educational apps available are designed for downloading from the App Store, and this undoubtedly gives schools access to a wide range of educational materials for various educational levels.

Stages of development of educational technology

Similar to any phenomenon , the development of educational technology went through several stages . These can be traced back as follows :

1- Visual education : This refers to any method or strategy that depends on sight or vision that helps in the presentation of information, and these methods were developed by discovering voices and moving films, and audio tools were added to it for the purposes of transmission to the next stage .

2- Audiovisual education: It includes all the methods or means related to the senses of sight and hearing together, for the purpose of transferring ideas, information and experiences to the recipient in an adequate or appropriate manner .

3- The concept of communication: This stage depends on the interaction that takes place between the two elements of communication, namely the sender and the receiver in the classroom in a dynamic way, in order to transfer ideas and information, which leads to reaching an understanding between all members . It also depends on the development of educational means more than

the development of materials, tools and devices used in education. It can be concluded from the above that this stage helped in finding a change and development in the theoretical framework of educational technologies.

4- Systems concept: In its view of education, this concept depends on the issue of integration between its ordered and organized elements, as they operate simultaneously together to achieve common and desired goals.

5- Behavioral sciences: This stage focussed on the behavior of the learner, the conditions and the environment in which the learning occurs, as it mainly affects the course of the education process, but in addition to taking into account the use of auxiliary tools that enhance the education rather than the presentation.

6- The current concept of educational technologies: the use of this term is considered the last stage of the development of educational technology, where scholars gathered to define and interpret educational technologies as being a process of study and ethical practice that facilitates learning, and improves performance (teaching and learning) by creating, using and managing technological advances, processes and resources that are appropriate in learning (www.bobpearlman.org).

Advantages of educational technology

Educational technology offers many benefits for both teachers and students, as it organizes the educational process, facilitates communication between teachers and their students, and allows cooperation between them in addition to providing many other advantages, namely:

- 1- It helps teachers to get lessons and allow constructive cooperation between them.
- 2- It works to facilitate teachers' communication with the students' parents.
- 3- Students' interaction and participation increases during the lessons, as the use of technology in the educational process motivates students and increases their enthusiasm for better learning.
- 4- It eliminates technological ignorance, as it develops digital literacy, which, in turn, erases digital illiteracy.
- 5- It enables 24 / 7 learning, online communication allows teachers and students to communicate and send and receive homework via email and other similar applications.
- 6- It makes it easy to fill in students' data and saves time when you need to retrieve it later.
- 7- It helps in the evaluation process, which saves teachers' time.
- 8- Saving time and effort for teachers, especially in developing educational plans and monitoring students' performance.

9- It provides enjoyment in learning for students, as it includes modern applications that contain learning-through-playing-applications, which break the rigidity of traditional learning.

10 – Avoidance of paper-based education, which contributes in protecting the environment from pollutants resulting from burning papers etc. (Parks, et.al : 2003).

The disadvantages of educational technology

Despite the benefits and advantages offered by the use of technology in education, it may have some drawbacks, which can be summarized as (Golonkaa, 2014 :70) :

1- It may lead to students' neglect of the study, because the study materials are available on the internet at any time .

2- Students may not refer to and review course materials constantly, which consequently leads to their failure in the exams.

3- It sometimes causes a negative view of technology, as the vast majority view computers as entertainment devices that cannot replace traditional textbooks, which leads to a loss of the desire to learn through the distraction of social media and games

4- There is always a vital need to retrain some teachers for the use of technological means in education, as many teachers have used traditional educational methods throughout their lives without any use of technology .

Section Three : Instrument

The instrument adopted in the present study was used to collect the range of individual differences for both experimental and control groups. Professional English teaching specialists were asked to assess the efficacy of the adopted scale for testing achievement in English among students. As a result, 86% of the English teaching method specialists agreed on items that would be suitable to be employed 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.

Procedure

To complete the current research requirements, the researcher compared the effectiveness of the experimental teaching method based on modern scientific educational methods with the traditional teaching method for teaching English to high school students. McLeod (2007: 76) notes that the most common way to design an experiment is by dividing the participants into two groups: the first is an experimental group and the second is the control group. Data were collected using the pretest and posttest method. As for the pre-test, the English language was taught to both groups using the traditional teaching method until the midterm exams, which mainly depend on giving lectures followed by the assignment sheet that students were asked to complete.

The average scores for both groups were compared and the significant value was checked. As for the post-test, the control group was taught in the same

traditional teaching method, while the experimental group was taught using the learning method that depended on employing the latest technological means until the final exams, such as computers, the Internet, television, electronic dictionary and audiovisual aids, and DVD. Then, the researcher compared the average scores of both groups again .

Results

The results arrived at 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 participants' Background

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 that 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) can be presented as follows:

It was found that the data obtained showed disagreement with our 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). It was clear that there exists a significant mean difference in English test with reference to the group who use technology in comparison with the control group who were taught according to the traditional method.

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

Groups	Mean	N	Standard Deviation	T (81)
Control Group	71.56	41	4.18	2.18
Experimental Group	76.43	42	5.02	

It was found that the data obtained showed agreement with our 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 , which was more than the control group who study in traditional method.

Table 3: Mean Scores for (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 revealed disagreement with the 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 stated in table 3). Evidence shows that there exists a significant mean difference in English test with reference to the grade 4 group in comparison with 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 arrived at showed disagreement with the 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 which was more than the other human group.

Discussion

During the past two decades, there has been an increase in reliance on the use of technology to enhance learning in general and the English language in particular, and recent studies have focused on the impact of using technological innovations in supporting foreign language learning (FL). Most studies shed light on either discussing the advantages that certain types of technology offer or measuring their specific effects on students' reactions, such as increasing motivation and enjoyment of these learning activities, but it remains unclear to what extent these technology-supported activities help or the potential increased motivation attributed to it in increasing overall students' learning .

Findings , Conclusions and Recommendations

Educational methods are no longer based solely on the book and the pen, but rather include many other different, varied and more modern means, and many different terms have been used to refer to them, one of which is educational technology , which specifically means that the available knowledge and information are applied in a regular manner to reach and achieve the various scientific goals, and these means include , of course , many different types. These educational means today have been directly affected by the technological developments that swept humanity from east to west and from

north to south, so we find that there are many different types of educational means on which those who are concerned with the educational system depend, such as the teachers who rely on these means in order to communicate their information in a good manner. Among the most prominent and most important types of educational aids: various symbols, whether verbal or visual, animation, films, audio recordings, exhibitions, laboratory applications, tablets, and many other means, as these methods are chosen based on the different information that they seek, the teacher is required to introduce it to the students.

And based on the researcher's findings after conducting the test and the results obtained, the researcher believes, in short, that despite the existing real efforts to modernize the traditional methods of teaching English as a foreign language, the traditional methods must be replaced by the optimal employment of modern technology available because of its positive effects in promoting the acquisition and learning of English for students at various school levels.

Despite the great development witnessed by the modern era by means of the existence of computers in all forms and the development of educational technology, it must be realized that the teacher is an indispensable part in the education process, and the teacher is of the utmost importance in teaching students, whether inside schools or universities, so the computer and the Internet are a means to improve teaching performance and student orientation. The process of integrating education with technology undoubtedly has its own advantages as well as disadvantages, but the importance of proper implementation that is based on clear and pre-planned scientific foundations is one of the most prominent conditions that may help reduce defects to their lowest levels. Better planning is one of the most important ingredients for the success of the integration between education on the one hand and technology on the other.

Recommendations

Based on the above argument, the researcher presents the following recommendations:

1. Expanding the number of courses that employ the blended learning method in EFL teaching. This is because the minority of students and teachers who may not like the employment of blended learning tools will probably be able to be motivated in using this method and try not to rely on the traditional methods of learning.
2. All teachers and specialists should utilize all available resources and opportunities to offer a better motivating classroom environment for EFL learning.
3. It is also recommended that the government (particularly the ministry of education) should adopt the option of blended learning approach gradually not only in the English but also in other learning courses.
4. Finally, this study asserts and recommends the condition of providing permanent Internet connection in the classes as a basic requirement for achieving the above mentioned goals.

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