Enhancing Technology for a better Cognitive Capacity in Learners

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Abstract:

Since the mid-1990s, the digital revolution is mainly appeared as an opportunity to have access to cultural content. Scientists have been seeking ways to increase students'motivation in learning; there is no better way than integrating new Technologies in the educational system.The best way to improve approaches to the learning / teaching, is to use new technologies: the fast development of new media technologies (such as VCD, DVD, DTV, MP5, PlayStations, Visual Presenter, PowerPoint, Internet and Intranet) has begun to usher in new approaches to classroom management. The teachers have to learn to adapt themselves to this new revolution in media technologies with reference to the designing and teaching of cultural studies course.This paper seeks ways this enlargement of the space expressions of individuals has extended the effect techniques of technological tools. Furthermore, this article aims at including the role of technology and suggests some strategies to improve our ways/ styles of lives to make a good use of this technology without forgetting the domain of teaching to make the class an enjoyable place where the learner loves to go to properly develop knowledge / skills. We will thus focus on education since we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for a better grasp of languages. No one denies that learners are motivated and fully engaged in the learning process when concepts and skills are underpinned with technology. As far as the practical side is concerned, we will share our experience in using ICT's in the classroom and for a better way to be more objective, we will discuss the questionnaire administered to 2nd year LMD system to know their view points about this issue i.e. learning through technology. Finally, some recommendations will be provided so as to motivate learners and make of the classroom an enjoyable place to learn.

- Introduction

ICTs promote a new temporal organization of life: more time spent to communicate, learn, grow, play all these activities intertwined in time spent on the internet enabled by digital technologies to promote consumption demand (connected TV, VOD, podcasting, downloading, streaming) and the convergence of technologies, a new report appears in the time dominated by speed, simultaneity and multi-activity, but also by the continuity of connection to technical networks and social networks. Moreover, the open operation of digital technology has profoundly changed the modes of production of cultural contents and labeling system, thus increasing the

scope of culture and its protagonists. Digital operation networks or communities, particularly in the younger generations have led to increasing social identity and strength of these networks.

No one denies that learners are motivated and fully engaged in the learning process when concepts and skills are underpinned with technology. The use of the media that mark the style of life of our young learners can strongly motivate them. ICT's help to bring the outside world into the classroom and deal with topics in operating authentic documents (text, audio, video). ICT's offer free training for the 4 key skills tools. A mobile phone is a powerful learning tool as well as a touch tablet with WIFI can allow free distribution of seats compared to computer labs.

Some teachers are still reluctant to integrate ICT's in the classroom. This refusal of teachers to accept the challenge is the lack of training as most teachers have never learned how to use new tools.

Furthermore, assessing and evaluation (changing methods and techniques of assessment to measure the credits and units achievements) could be better achieved through new technologies: it can help teachers assess students and even their own performance in the classroom; it can also be used to facilitate communication between students and teachers and to create digital records of student growth and development that can easily be passed along from grade to grade.

Technology can also be used in classroom evaluations: What goes on inside a student's head is often a mystery or a "black box", says Dr. Anthony Petrosino. Thus, technology gives us a way to get feedback continually during the teaching process, instead of at the end of the teaching process, when you end up with only a retrospective understanding. Teachers can gather a lot of insight by talking to students, but that is often not practical in the classroom. Given the constraints of the classroom, technology can provide another set of ways to assess what students understand and learning. It allows for continuing evaluation of the classroom lessons.

However, technology is a two edged sword: as no one denies the various advantages of technology we have also to be aware of its drawbacks. This may be avoided by using technology promptly and moderately.

-Statement of the problem

The use of technology is said to be beneficial to provide speed, information, to be in touch with the outsider world, to bring improvement mainly in the domain of education. However,
most applications of technology in education disappoint because they ignore the principles and so fail to use technology's intrinsic strengths to tackle real problems. We need to know the practical tasks that challenge education. Studies show a positive relationship between computer use and learning. By knowing this large and diverse set of studies, it is clear that technology can make contributions to the quality of education.

-Objectives / Aims of this research :

This article aims at including the role of technology and suggests some strategies to improve our ways/ styles of lives to make a good use of this technology mainly in the domain of teaching to make the class an enjoyable place where the learner loves to go to properly develop knowledge / skills. In education , we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for a better grasp of languages. No one denies that learners are motivated and fully engaged in the learning process when concepts and skills are underpinned with technology. We will also suggest some tips to avoid the drawbacks of technology and how to use it promptly to enhance learning and motivation.

-Methodology:

The instruments used in this research are: the description and observation of a group of learners; in addition to the use of a questionnaire that was administered to students in order to allow an objective analysis.

-Literature Review / Theoretical Background

Education

Focusing on the educational field, several questions may arise, among them, the ones listed below:

How do we define effective teaching? What is quality instruction? What is the impact on student learning? What impact does technology have on teaching and learning? Can resources improve teaching and learning? How do we approach the scholarship of teaching and learning?

Libraries, the digital revolution, and information processing is being debated nowadays.

There's been a slight resurgence within SoMe (Social Media) lamenting the death of the library. I believe that the library will endure. Though technology will continue to grow and transform our concept of data or information, the library will endure.

We've gone to the libraries for books, newspapers, and magazines. Now, we go to libraries to learn, to meet, to share. Libraries are now a "learning space" where we go to learn. They supplement the classroom, they provide alternative spaces for learning, for collaboration, for community.

Library services have grown and expanded. Promoting digital literacy, assisting in digital searches, determining the value and worth of dynamic digital resources are a few of the new skills we go to the library to learn.

a) Effects of Technology on Motivation

Educators have always worked hard to keep their students motivated. Over the last ten years, a significant decrease in the motivation of students has been noticed, as well as in their abilities to pay attention, stay on task and complete assignments. Some educators assume that the digital revolution is to blame. They feel that fast paced video games have replaced reading at home and therefore cause students to have less restraint and less motivation to gain knowledge. It is, however, believed it is the lack of technology in the classroom that is to blame. Yes, students are playing fast-paced video games at home, but they are also surfing the web to gain information and staying socially connected through digital technology. These pastimes involve reading. As adults, we too live in this digital, technologically advanced world when we are not at work as educators. With the explosion of technology over the past ten years, it is imperative for policy makers, researchers and educators interested in bridging the digital divide in education to step up and keep up with our changing world. As technology advances and we as adults become more and more reliant on it in our daily lives, the question is raised, "Are we serving our students with relevant and real life skills?" Recent legislative mandates, such as the No Child Left Behind act, have increased the demands on schools to provide every child access to a high quality education in hopes of closing the achievement gap (Mouza, 2008). However, the funding to adequately do so has not been provided.

b) Assumptions

The assumption most individuals have is that the largest district has the most money so they will have the most advanced tools to implement instruction. Due to the community culture where most students have access to multiple technologies at home, students are coming with less motivation to learn due to their cultural frame. They live in a world of technology. They come technology. They have cell phones, iPods and most of them have computers and access to the internet at home. They access information and are socially connected through technology. Even though our government and businesses are trying to get technology into the classrooms as fast as they can, technology in the average classroom is lacking. Due to the lack of technology, many teachers are forced to access knowledge through textbooks.

The lack of technology plays a major role in the declining academic achievement. One of the key factors contributing to students' declining achievement is the lack of motivation students have to acquire and use new knowledge in the classroom. The economic and cultural frames can be used to look at classroom technology.

For learning to occur, everything must be interconnected. Students are being taught pieces of the puzzle and are expected to figure out how to fit it together by themselves. In the world's higher achieving countries such as Finland, Singapore, and China, emphasis is not put on the standards, but the teaching and learning system. Students are taught to be learners through higher order thinking skills and problem solving. School based assignments and students natural inquisitiveness are brought together by research, inquiry and science investigations.

Learners can do a lot: just give them the opportunity, encourage them, involve them… they can create, innovate, imitate… "The educator must believe in the potential power

of his learners, and he must employ all his art in seeking to bring his learners to experience this power". Alfed Adler (1870- 1935)

We need to develop engaged learners. Students need to learn to be responsible for their own learning. Learning becomes more relevant when students' search for knowledge and understanding are drawn from their own curiosity. We can do this through a technology enhanced learning environment. Connecting students to the world with current and interesting information allows children to make meaning and develop insight through careful guidance by the teacher. Student interests and questions become the focus of classroom activity. Educators teach students effective searching, gathering, interpreting and communicating skills. Questioning and information literacy become fundamental parts of the curriculum (McKenzie, 1998).

Scientists have been seeking ways to increase students 'motivation in learning; there is no better way than integrating New Technologies in the educational system.

The best way to improve approaches to the learning / teaching is to use new technologies: the fast development of new media technologies (such as VCD, DVD, DTV, MP5, PlayStations, Visual Presenter, PowerPoint, Internet and Intranet) has begun to usher in new approaches to classroom management. The teachers have to learn to adapt themselves to this new revolution in media technologies with reference to the designing and teaching of cultural studies course.

We need to present our students with different kinds of information. The list below shows some possible sources of information which can be used as materials for teaching. By using a combination of visual, audio and tactile materials, we are also likely to succeed in addressing the different learning styles of our students. (Video ,CDs , TV ,Readings, Internet, Stories, Students own information, Songs, Newspapers, Interviews, Jokes, Anecdotes, Souvenirs, Photographs, Surveys, Illustrations).

The use of multimedia will not only increase learners' motivation but will make them learners centered since they are going to learn in a self- directed way.

Using ICT's (Multimedia) in the classroom provides students with a useful interactive means of self-study and self-evaluation. Planning and successfully implementing self-directed learning with technology is likely to produce motivation. Thus, learners are eager to learn and are autonomous. Multimedia can be a powerful tool for adult education. When used effectively it can captivate an audience, tug emotions, maintain attention, and contextualize scenario-based learning. But creating and producing quality content also has a number of drawbacks in terms of cost, learning curves, and copyright laws. Integrating multimedia into curricula can have a tremendous impact on the learning process.

c) Research

Rebecca Smoak, (2003: 27), states that teaching is a real challenge in itself and it offers virtually unlimited opportunities for professional growth which is why we must be prepared to find out how language is used in real world situations and how to teach

this language. She adds that knowledge of discourse and genre analysis is crucial for every teacher and that we must be ready to develop courses that teach authentic language from many different fields, based on accurate needs analysis and appropriate materials and methodologies. Marjorie Rosenberg, (2004) expresses the urgent need for professional development stating:

Our students deserve the best we can give them and that includes a relaxed but energetic and lively atmosphere in the classroom, creating a community to which both learners and teachers are eager to belong.

Marjorie Rosenberg, 2004: 34

On this perspective, many researchers have chosen to speak about teaching education and most of the time this refers to teacher learning for instance, Strevens, (1976); Spolsky, (1978); Kaplan, (1980), and Larsen-Freeman, (1990). Nevertheless, a great deal of work towards developing teaching and teachers remains to be done.

In order to meet the demands of the profession, we must create awareness that continuing professional development is deemed to be the systematic maintenance, improvement, and widening knowledge and skills, and the development of personal qualities necessary for the function of professional and technical duties. This development as underlied by Marks, (1990: 8), will aim at updating the teacher with knowledge about the field as well as refining his/her skills in using procedures and exploiting materials.

In a more recent research, compared to Marks', Pennington, (1995: 706), says that teacher change and development require an awareness of a need to change. She defines this development as"a metastable system of context-interactive change involving a continual cycle of innovative behavior and adjustment to circumstances."This development, as also seen by Jack C. Richards, (1990: 5), is based on two key components: innovation and critical reflection. In an interview with Farrell, (1995), J.C. Richards says:

Critical reflection refers to an activity or process in which experience is recalled, considered, and evaluated; usually in relation to a broad purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.

Farrel, 1995: 95

From this perspective, there is no better updating than using technology in the classroom. This new technique goes along with the objectives traced which consist in encouraging self-reflection, self-monitoring, and self-assessment.

There has been an interest in the use of electronic materials in the ELT field. Admittedly, technology is continuously changing the way we get to prepare our lessons in order to be able to employ the most effective teaching and learning strategies for more progress. In fact, we are no more allowed to go backward; we have to cope with the tremendous changes that are moulding our world, and accepting these new technologies and doing with in our professional life is a "must do" because as Gerard Koster, (1994: 47), said, "Nothing is as old as yesterday's

newspaper."Furthermore, we also believe that the need for more flexibility and freedom in the teaching/learning process has encouraged the digital revolution to be constantly present; if not part of the educational system as it provides an entrée to libraries, research institutions, databases, and myriad other sources of data. As Brown, (1994) has stated: "The era of methods is over", and Woodward, (1996), noted that the profession (teaching) is now in a period of "post-method thinking."

We therefore recognize that the electronic transfer of information in the teaching/learning process is so important as it leads to success and progress.

People in general and learners in particular perceive computers to be important tools, because they serve as an informational resource, are useful for future employment, and they assist in the learning process. To achieve in today's world, students must be given 21st century tools that simulate authentic work environments (Mouza, 2008). Constant access to computers has been shown to help students acquire an increased comfort level with a wide range of software applications and the ability to apply technology to access, manipulate and organize information (Lowther, Morrison, & Ross, 2003).

Mouza (2008) found students using laptops acquired a sense of pride and empowerment. They displayed increased intrinsic motivation and persistence in completing schoolwork and often went beyond the requirements of assignments, therefore improving the quality of the finished product they turned in. They directed their own learning and engaged in higher level activities.

Daniels (2004) studied the motivational effects of computer technology on writing instruction and performance of 5th grade students through practical action research at the individual teacher level.

Laptop integration and the use of the internet create enhanced intrinsic motivation and engagement with school work. Students reported significantly higher positive attitudes toward school than comparison students in traditional learning environments (Mouza, 2008). Computers are powerful tools. Access to these technologies can change the teaching and learning dynamics in the classroom.

We have a significant number of students who succeed when given extra attention and adaptations. Our students have been very open to new ideas. As a result of this enthusiasm and my desire to help some of our quieter and less confident students participate more in class, I decided to create an inquiry project that explored the idea of technology as a motivator. I knew that I could not monitor every student's participation level, so I chose a group of 30 students. I hoped to use technology to not only help them understand lessons, but also to make them feel like a part of the lessons.

Gone are the days of mere chalkboards and posters; now, students seem to crave PowerPoint

Presentations and flashy iMovies. Though many lessons in a variety of classrooms and schools use some form of "low" technology, such as an overhead projector, it has become increasingly important in this day and age to explore the effects of using high technology, such as computers, the Internet, and various software. Experts agree that

utilizing technology not only builds students' confidence with using technology, but also enhances learning, saves paper and time, and keeps students engaged (Chin 5).

Many educators criticize the use of lectures while teaching students, claiming that it is too teacher-centered and thus does not promote engagement. However, using technology in
conjunction with a lecture can increase its engagement level. Low-tech overhead projectors
allow teachers to use "visual aids to back up a lecture," while high-tech PowerPoint
presentations "constitute a vital part of the method itself" (Ellington, Percival, Race 72). Ellington, Percival, and Race also stress that "it is important that audiovisual media should be careful chosen for use in teaching.
There is no substitute for good teaching, but technology provides a strong base for enrichment. Technology can also provide the opportunity for all students to succeed. Cook and Finlayson concur that special needs children benefit from "the use of technology . . . because it can provide a safe educational context for their self-directed work" (79-80).

d) <u>Idea</u>

From this point, I started thinking of integrating technology in my teaching. I started to think of a project.

-Wonderings

I often wondered: how can I use technology to motivate my students to learn and participate more? I also had many questions that arose: Does technology work best in certain subjects and tasks? What technology tools (hardware and software) work best to motivate students? How much technology can students use independently? Will technology consistently motivate students, or quickly become another routine for them? I was eager to begin the inquiry process, and I found that it was relatively easy to bring lots of technology to my students.

- I decided to create an inquiry project that explored the idea of technology as a motivator. I knew that I could not monitor every student's participation level, so I chose a group of 30 students. I hoped to use technology to not only help them understand lessons, but also to make them feel like a part of the lessons.

The Process

First of all, I thought that using more technology, would help my students increase their participation. I worked to integrate technology into my lessons. When I lectured, I often used PowerPoint presentations with appropriate pictures and Internet links that displayed interactive programs, I lectured, I often used PowerPoint presentations with appropriate pictures and Internet In addition to PowerPoint, I sought to use video films in various lessons. My first lesson using this (and one of the lessons that led me to this project topic) involved introducing the figures of speech to the students. Instead of just reading poems or sharing examples with students, I created a slide show that allowed students to use the tools of the video film to underline words, write in examples, and play an online hangman game that reviewed what we had learned.

Additionally, I used the video film to give instructions if timing was an issue. In one instance, I had tried to schedule an hour in the computer lab, but only a half hour was available. Instead of changing the lesson, I merely had students move to our room and we had guided instruction in the class. This was actually more engaging than previous labs when I had shown students procedures in the lab using the teacher station (which has an LCD projector connected to the teacher computer). Students actually practiced the lesson rather than just watch as I demonstrated. They utilized the service to send projects or parts of projects from the computer lab at school to themselves at home, thus increasing the continuity between schoolwork and homework. Thus, integrating technology into the curriculum has been an easy and enjoyable part of the project as well as my teaching.

Data Collection and Analysis

Throughout the inquiry project, I collected data from a variety of sources. One major source of data was a form that helped me monitor the participation of my students. The standard sheet allowed my mentor and myself to collect the similar data throughout various lessons.

I found that the time of the day often affected the students' general participation level (everyone seemed more attentive early in the morning), especially considering that many students are often in and out of our room for services, lessons, and snakes to have meals.

I also wanted to take note of questioning and volunteering from the students because I was seeking to use technology to increase participation quantity; we could work on quality once we had more students volunteering!

During the data collection process, I also used my journals to record the general atmosphere of the classroom as well as the technology used. In addition, I looked for patterns in my teaching, the students' motivation, and the overall participation of the students. I was able to use these surveys to analyze my students' interest in technology by looking at how often they used computers at home as well as how much they wanted to use them in school.

Finally, a major way to collect data from my students was to look at samples of their work. When the students created their own PowerPoint presentations, I not only observed their participation within the small groups, but also their proficiency with the technology itself. This proved to be beneficial because even though the content and technology were complex for 2nd year LMD students (PowerPoint is a technology standard for (Master and Magister students), I found that all of the students were motivated, and as a result, the PowerPoint slide shows turned out beautifully! I collected data during lessons, which allowed me to see how students reacted to the technology used, but looking at the students' end product also helped me analyze their overall engagement in a given lesson or project.

When analyzing my data, I often used my journals as times to reflect on the previous week and the technology used in those lessons. I also looked a great deal at the numerical data, such as the number of times my target students volunteered in technology-based lessons versus lessons without technology, as well as the number of times they served as a distraction during a lesson with or without technology. Finally, I looked back at records to see feedback from my students. In my notes, I found snippets of conversations between students ("I wish we could go to computer lab today!"), comments they had made to me, and the general atmosphere of the classroom.

CLAIMS

1/ Integrating technology into the classroom increases participation in students.

I often hear my students talk about their favorite website or their Instant Messenger or Face Book conversations. This led me to believe that technology would work well for my students, since so many of them indicate that they enjoy it. When I took my pre-inquiry survey, I received responses from twenty four of my thirty students. Twenty two of the twenty four students requested more computer lab time (of the other two students, one wanted less computer lab time, while the other thought it should stay the same), indicating that the interest was there before I began implementing more technology in the classroom. All of these twenty four students also said that they had computers at home, and they used them at least one or two times per week. Fortunately, my students completed surveys, saying they wanted more computer lab time. They were definitely interested in and comfortable with technology, and I was eager to see their response to it in lessons.

When I used technology in my lessons, I found that twenty seven of my target students increased their levels of participation, two stayed the same, and one decreased. I monitored this progress by making tally marks when a student volunteered for an answer, and a question mark when the student asked a relevant question during the lesson.Kadi hanifi Ahlam, one of the most frequent participators in the class, almost doubled the number of times she volunteered answers during lessons with technology. She also asked more questions in lessons involving technology. For example, when working with an overhead projector during writing, Ahlam only volunteered answers twice within a twenty minute period. However, when we discussed other issues such as the various songs of Celine Dion using a PowerPoint presentation featuring video clips and Internet links, Ahlam volunteered twelve times in one hour! In the same two lessons Khawadja Ali, a struggling participator, was off-task twice during the twenty minutes of writing, but also volunteered twelve times during the technology-based lesson. Overall, Ali increased the number of times he raised his hand when we used a lesson with technology. I also found that he began moving his seat so that he could either see the projection more clearly or avoid distracting students who would have talked to him. By doing so, Ali became much more involved in the lesson; even if he wasn't raising his hand, he was not distracting others, and that qualifies as better engagement and participation.

Though Ould Hammou Rachid did not increase his level of participation by raising his hand more often, I did find that he was less distracted during lessons involving technology than those not involving technology. When I used a PowerPoint presentation to share notes with the class, he was more likely to pay attention than in weeks past, when I had verbally presented notes. Though Rachid's participation was not always active, the decrease in distracting behavior was an improvement in the type of participation (he was no longer negatively participating by acting as a distraction) in the lesson. These are some examples of the students who showed great interest in technology.

Unfortunately, the remaining three of my students neither increased their participation levels nor decreased the number of times they were distracting to the class. Their participation level

stayed the same, and documentation shows that they talked more to friends or neighbors when

technology was used. They decreased the number of times he raised his hand when a lesson was based around some sort of technology, and they were also off-task more often. However, data could have been skewed for any number of reasons, from the content material to the weather.

Experts point out that "Computer-based learning systems . . . can be highly attractive to use . .

people *enjoy* working with such learning resources" (Ellington, Percival, and Race 179). Even

though my targeted students did not all increase their levels of participation, I still felt that my

class has shown an increase in their overall participation levels.

Throughout my inquiry project, I found that the general atmosphere of my classroom became more enthusiastic. When I began this project, I had just taken over teaching Grammar and Written expression, and so it was there that I began to integrate technology the most. I used websites and video clips to share visual information with the students, and many responded very positively.

The biggest step for student engagement, however, came when I decided to allow the students to create their own PowerPoint presentations for their projects. I began looking at participation in a different way; instead of monitoring how many times my students raised their hands, I would be watching for their participation in the creation and presentation of these slide shows.

My target students had some great results. Some students became leaders in their project, helping the others in their group by dividing work as well as doing research for the project. I also saw some students were often on-task, searching for pictures on the Internet. One group members reported that he "didn't find much information" Experts point out that challenged students can benefit from technology: "Technological support can empower these students by allowing them to take a full part in the learning activities of the rest of the class" (Cook and Finlayson, 109). Though this was not the case with some, it was definitely the case with others.

I was somewhat concerned with some learners because they have had some

fine motor skills problems. In the first year, they participated in adaptive physical education, and this year, they have faced some troubles in writing and typing on the computer.

After the first session, I was worried that they would not positively participate in the group work, but instead complain to whoever was around to listen. In spite of my initial worry, though, they really triumphed in the project. They were only listed as "searchers" (person who surfed the Internet for pictures). However, in the remaining sessions, they worked at a number of jobs for the project: researcher (reading the provided booklets for information), editor (checking spelling, grammar, etc.), and even typist! I was thrilled to see them become parts of the group, and though their fellow group members mentioned some behavior issues during the project, their evaluation sheets rated their work quality. Technology played a major role in helping them succeed with this project.

Their interest may have been initially captured by the ability to surf the Internet for pictures, but by the end of the project, they had participated in many different areas. This made me proud!

Watching the students create these presentations was so rewarding, but watching them present the slide shows was one of the most exciting class times to date. The students were very impressive, and I noted that many of them sought to maintain eye contact

with the audience and subsequently avoid reading the slides word for word. The presentations blew me away because they showed that the students had not just learned the basics of PowerPoint, but also the basics of some very difficult content material! Technology became a tool of assessment as well as one of engagement; students who had strong participation in the project were able to not only present the information well, but also answer questions that other students or teachers posed. Students can be involved in technology by participating in Web quests, in which they find answers to questions by surfing provided websites, or by watching a slideshow or visiting an Internet site. However, it is when the students are using the technology as a vehicle for creation that it becomes the most powerful. "Some widely accepted best practices [with technology application in the classroom] include teaching that is student-centered . . . collaborative . . . [and] constructivist" (Tomei 28). When students work together to create a project using high-level technology, they are all challenged. In this case, I saw struggling typing or adding slides to a show. For more advanced students, experimenting with font color and combining slides emailed to them by other group members proved to be plenty challenging for them. Ultimately, giving students the opportunity to construct their own knowledge based on technology was the most successful part cooperation to engage my students.

2/ Technology can be integrated into any subject.

When I began the process of inquiry, my main focus was integrating technology into Grammar and Written expression. I was able to successfully do so because I was teaching so much of it. I created many PowerPoint presentations.

For example, when students presented their PowerPoint shows, I supplemented their information between presentations and gave time for students to take notes. I noticed that many of them struggled with just how to "take notes." Some frantically copied every word on the slide, while others wrote two words or so, then shut their books with satisfaction. When I created the slideshow that would supplement material between the students' presentations, I wanted to integrate the important language arts skill of note taking. Technology is a vital part of education today because it prepares students for the rest of their lives. "A major reason for using [technology], however, is because the students expect it" (Chin5). Students see computers as a part of their everyday lives, and we as educators must take advantage of this opportunity and appeal to students in exciting ways.

-Results and Findings:

From the conducted survey:

1) Second year LMD students were observed during courses: This observation led the teacher to add material according to learners' needs. The teacher can choose what is suitable for his learners and adapt it according to the situation. He uses technology materials as a source of language and learning support to motivate and stimulate learners such as the use of audio cassettes (interviews), video cassettes, and transparencies.

- While observing the learners' situations of using the skills the teacher can make research to find more and better to reach the learners' needs. Learner-centered means giving priority to group / pair work and letting students learn independently, this will

make them express their opinions, have the right to choose materials and say what they enjoy doing. This is the case of "needs analysis".

- This observation will also pave the way to error correction. It deals also with the difficulties of learners in mastering a foreign language in terms of analyzing and providing teaching methods which will help and encourage learners to acquire a foreign language.

2) This led us to administer a questionnaire to the learners to know their wants:

-Through the questionnaire, the students seemed to make a list of interests: -They wanted more vocabulary, writing reports and letters.

-They suggested using ICT'S such as data show, tapes, and pictures.

-Thus, we noticed that students were aware that using visuals in the learning programme enhances student comprehension, retention and application. Images as well as videos or films can be used as useful tools in order to promote the development of learners' visual skills in combination with learning abstract legal concepts in a foreign language. Role play (e.g. an attorney-client discussion) also helps learners imagine themselves in specific contexts.

-The use and interpretation of visual images helps learners to understand the relationship between the images and their meanings. From a theoretical perspective, imagery is a critical issue in terms of memory structures and processes (Shepard & Cooper 1982: 6).

In addition, while filling the questionnaire, they answered various questions, such as how they find grammar lectures, if the teacher motivates them or not, their suggestions to make the courses better …etc.

Since our concern here is about 'learning a language and technological tools', Below are some of the questions we asked them:

- Is it enjoyable to study through technological tools?

Among the 30 students who were asked, 100% i.e. all of them answered 'Yes' explaining that ICT's allow them to have fun and learn at the same time, pictures help to remember and facilitate understanding , they relax and cut the routine , and that the traditional tools do not provide improvement.

- Do you like to study foreign languages?

The same percentage as above answered 'Yes' i.e all of them wanted to study about 'foreign languages'.

- Which culture do you wish to study ? choose answer : a) or b)

a) The native language b) the foreign language

- State the reasons of your choice :

25 students chose ‘b’, i.e. the foreign language, some of them explained that since they know their native language, it is preferable to explore the foreign one to know about their (customs, styles, ways of life), others argued that since they’re studying a foreign language they need to study about it, a few of them declared that it’s important since the west is more civilized.

The 5 students who chose ’a’, i.e. the native language explained that their native one is vast and rich so they’ve to know more about it then move to the foreign one. They also argued that it will allow them to keep their sense of traditional customs.

Thus, from the gathered data, the results show that ‘learning foreign languages’ is not only important but needed in our educational system.

-Recommendations

In addition to the power points used by teachers and giving the students a chance to use their power points, we may explore the following :

As for the four languages skills are concerned,

- In speaking: the aim is to make learners express themselves freely, to help them see first they have developed their capacities to say what they want to mean then to invent new meanings. The teacher can illustrate a picture about a story to be dealt with later. Students observe the picture then in small groups, they start speaking/ telling about it. It will be challenging when one student disagrees with another. The teacher can also present the student with a problem to solve. In small groups, learners discuss possible solutions which they present to the class for comparison.

-In listening: the aim is to make learners develop their listening skill and try to guess vocabulary meaning through context. The teacher reads or tells a story twice. Then asks a couple of general questions which provide their listening with a purpose. At first, learners may not grasp all the words and the story meaning but when the teacher reads several times and uses gestures and facial expressions , this helps to facilitate comprehension for learners. They grasp the whole meaning and are ready to discuss it later.

-In reading: the aim is to improve learners’ reading proficiency. Students participate in the reading- selection process. A good technique is a group discussion in which the chairs are arranged in a close circle. Students respond to each other. The teacher’s role is to ask questions and record what is said. The teacher may, for example, ask - “what problems do you think you will have in Dubai?” learners state their fears and begin to invest in the course and a sense of community begins. The teacher gathers information for choosing reading selections. The next question - “what do you want to read about Dubai?” is asked. The teacher records again what is said. From the list of students’ interests, the teacher selects appropriate readings.

-In writing: this skill is related to "Reading"; the aim is to make learners produce a piece of writing. For example, if learners have already read in the reading skill a text, an article, a letter or an interview, the teacher encourages learners to write about a topic that necessitates personal investment. After reading an interview, such as "Interviewing an actor" students are asked to prepare questions to ask a fellow friend.

-CONCLUSION

Future Implications

Overall, I found that technology worked as a wonderful motivator for many of my students. The overall participation in our classroom has increased. I found that the students I targeted for major participation increase, some of them made great improvements in their
participation in both large and small group activites. The other students are continuing to make progress as well, and overall, my students have exhibited more interest and participation now than ever. My findings have indicated a positive correlation between technology and student motivation, engagement, and participation, and as a result, I definitely plan to continue utilizing technology in the future. I would like to expand the scope of my technology uses to include more with email; for example, could students email assignments to me instead of writing them on paper? I know that the class I had was very responsive to technology, and I can only hope that my future classes feel the same way. I am confident that even if students do not love technology, however, I will have changed their minds by the end of the year after exposing them to the wonders of PowerPoint, email!

Technology has not only motivated and engaged learners but has also made of them learner-centered. . It's essential to teach learners how visual information works: how to comprehend and how to work with it; incorporating visual literacy such as maps, diagrams, tables, graphs, charts in a curriculum would be a challenge. Some educators may view diagrams, pictures, and charts as nice add-on tools for students who are visual thinkers. But Steve Moline sees visual literacy as fundamental to learning and to what it means to be human. In Moline's view, we are all bilingual. Our second language, which we do not speak but which we read and write every day, is visual. From reading maps to decoding icons to using concept webs, visual literacy is critical to success in today's world.

In addition to that, motivating learners is an art: a student in a foreign language class is seeing and hearing a lot of unfamiliar words. Consequently, he or she must use creative thinking skills to put together sentences using unfamiliar vocabulary words. Foreign language students also improve their thinking skills by comparing the words they are learning with words of their native language.

As far as the drawbacks of technology are concerned, we have to use it promptly and moderately, i.e. not to rely too much on it and become slaves and addicted but only in special cases that may lead us to success. In the domain of education, we have to assist our learners; as for children, parents have to control them and do not let them use it in all circumstances: they may let them use it to play for relaxing, to chat for improving their level, to watch or read what ca really be beneficial. Once the opposite happens, i.e. no control, no balance, our kids may find themselves lost in a dependent society.

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