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Technology-Integrated Learning Models for ESL Learners through Authentic Material: A Motif

Dr. Narasimha Raju,

P. Associate Professor of English, King Khalid University, Abha, KSA.

Mail Id: rajprat@gmail.com, nathikantam@kku.edu.sa

Abstract

The present study is aimed at examining effects of using technology integrated classroom to find academic performance, learning attitudes and involvement of UG learners. In the fast-changing environment of technology, mastering a target language has been turning easy with available sources such as blogs, websites, online discussion forums, media, and other sources of knowledge. In changing perspectives of second language learning (ESL), technology integrated language learning as part of Computer Assisted Language Learning (CALL) gains importance in academics. As part of it, this paper presents a structured attempt on using Technology Integrated models for learning English through a channel such as Local Area Network (LAN), Internet-based teaching of English, etc. for ESL learners under flipped learning methodology (Abraham, 2008). In the context of ESL, the Technology integrated learning model was taken to prove that it would elicit skills of learners in expressing and exhibiting their talent through English language skills effectively against traditional pedagogical approaches. Concerning it, it is observed that the ability of the facilitator to design, develop and offer appropriate material plays a pivotal role in determining effectiveness in organizing a language class technically through a sequential implementation of a structural methodology. Results of experimentation exhibit that the adopted method is more effective than non-flipped classroom learning.

Objective

To familiarize the integrated learning approaches in teaching and learning English through a variety of standard materials at the undergraduate (UG) level to foster cognitive and insightful learning skills among ESL learners.

Key terms

Method, Technology Integrated Learning, Models, Research, Analysis, ESL Learners, Authentic Material, Results, etc.

Introduction

English language has been integral part of academics as a second language in India. While accepting and following conventional methods of Second Language Teaching (ESL) and its learning, the following problems were identified as challenges in pedagogy (Koehler, 2009). Though we are in the

technologically advancing 21st century, prevalence of chalk and talk methods, the objective of meeting futuristic learning, advancement in technology, standards of education and language learning as per New Education policy (Kasturirangan, n.d.), competition for novelty in studies (Shukla, 2020), educational reforms (Deshpande, 1972), introducing technology into teaching and learning process, need for dynamic classes for qualified learning, open-campus recruitment by numerous companies, and the job market along with demand for employability and entrepreneurial skills for the learners are challenges ahead (Narasimha Raju, 2016). To ensure that an undergraduate learner meets these standards, a technology-integrated learning method using authentic materials (Kelly, 2002), as suggested for, needs to be incorporated in teaching and learning for a bright future of learners at this juncture.

Role of Authentic Material in Technology-Integrated Learning

As viewed in research, authentic materials are more motivating for students (Peacock, 1997). Authentic materials relate more closely to learners' need, for they build a connection between the language classroom and the outside world (Oura, 2001). In this regard, challenges for teachers are collecting and designing authentic material such as Photos, videos, short videos, weather reports, news articles (Foord, 2011) advertisements, documentaries, legos, plain papers, etc. to be provided for each class for testing and analyzing learners' efficiency throughout the class. In the same way, as part of improving learners writing skills through Computer mediated learning (Li, 2018), close and open-ended tests, audio-visual aids, cartoons, commentaries, case studies, reports on weather forecasting, GPS-based pictorial representations, questionnaires for analysis would serve as a great opportunity for teachers in disseminating knowledge and language through technology-integrated learning (Fishman, 2016).

Methodology

A survey was conducted for implementing advocated study with appropriate and authentic material to the students with the practice of blended learning against conventional classes completely (Taylor, 2019.), and web-based learning to an extent throughout its methodology, by adhering to the requisite taxonomy (Bloom, 1956).

This paper also focuses on realizing implications of cognitive presence as viewed in (Garrison, 2011)Akyol, Z and Garrison (2011), (Brookfield, 2010) and (Brookfield. S, 2012) for adult learners for unified learning platform (Popescu, 2010). For the present study, a qualitative approach (David Armstrong, 1997) in research was observed (S., 2009) in relevance to blended (Picciano, 2009) and unified learning models (Murice Taylor, 2017) with a focus on attaining insightful learning through authentic materials. In addition to it, as this paper also focuses on the psychological attention of learners at the undergraduate level, views of psychologists (Apter, 2001) and (Grasha, 1984) to witness instructional modes and offering indifferent materials were considered to avoid monotony. It also simultaneously enables learners to expand new learning abilities to correct their weaker learning styles (Apter, 2001) and their psychological competence (Grasha, 1984). Blended learning (Mahendra Patil, 2018) was an area of research to perceive nuances of hybrid learning as part of teaching methodology. Methodology for this paper was executed based on a hypothesis that Technology Integrated Learning Models or blended course design (Reis, 2012) would become successful by systematically providing

valid and authentic material to the learners through a technical platform (Fishman, 2016). The material provided to the learners was clouded for attaining competence through a positive result of developing LSRW and higher-order thinking skills of undergraduate learners**.**

Sampling and Justification

The objective of the present research was to make observations yield the predictive validity of the proposed model through technology platforms (Garrison, 2011). As part of it, for the experimentation of the present study, a total of 70 learners from various branches and sections of both technical and non-technical backgrounds were taken for the administration of the questionnaire to a size of 35 of the sample with an Experimental group carrying 35 participants, and the Control group with 35 learners to determine the equal distribution of heterogeneity of learners at the undergraduate level. All the respondents of the experimental group carry laptops (McMurray, 2012) connected through an interface to the centralized desktop of 56" of size.

Hence, the study was implemented for a heterogeneous group of learners. Methods of collecting data are learners' questionnaires as a tool for implementing the survey method.

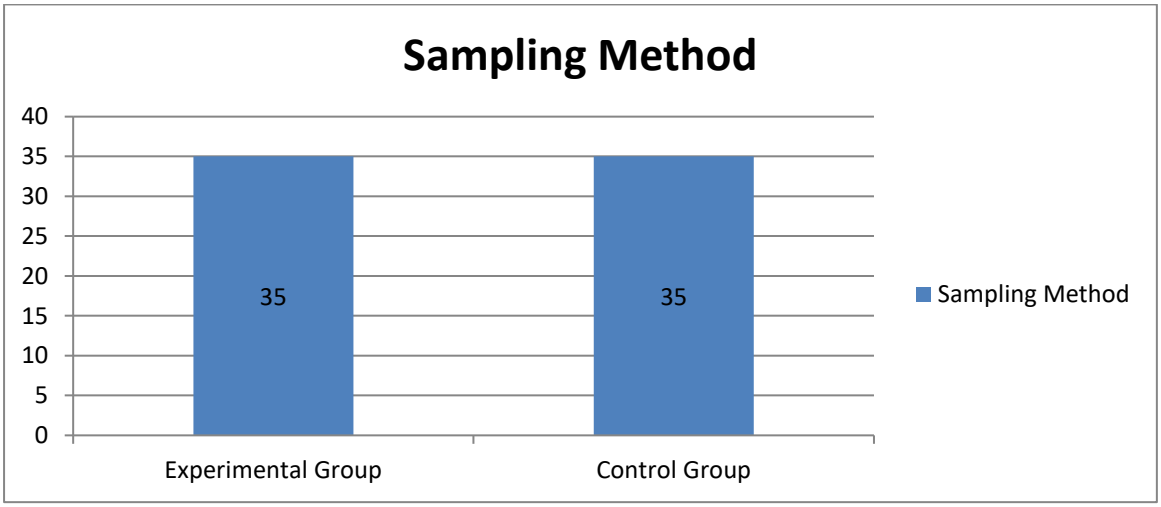

Fig. 2: Sampling Method

Objectives were set for each session to attain outcomes from both experimental and control groups of learners. Sample learners, hereinafter, in the study may be called informants, respondents, or participants, wherever it is felt meaningful and necessary. They were provided with suitable material of English through LAN for ensuring an agile learning model and meet the challenges of language learning through CALL. In this regard, tasks were initiated and learning methodology were fostered based on the authentic material created and offered to the sample learners (Z, 2015). Having set an objective for obtaining performance in listening, speaking, reading, writing (LSRW) and higher order thinking skills of learners, an odd number of groups (e.g. 5 groups) were considered as the sample for distributive learning (Colpaert, 2007). And to elicit responses for the said method of study, distinctive materials were used for disseminating knowledge of indifferent sectors of sample learners, thus, the performance

of sample learners was observed on their systems through a centralized and integrated larger display of the teacher's dashboard, as depicted in Fig.1.

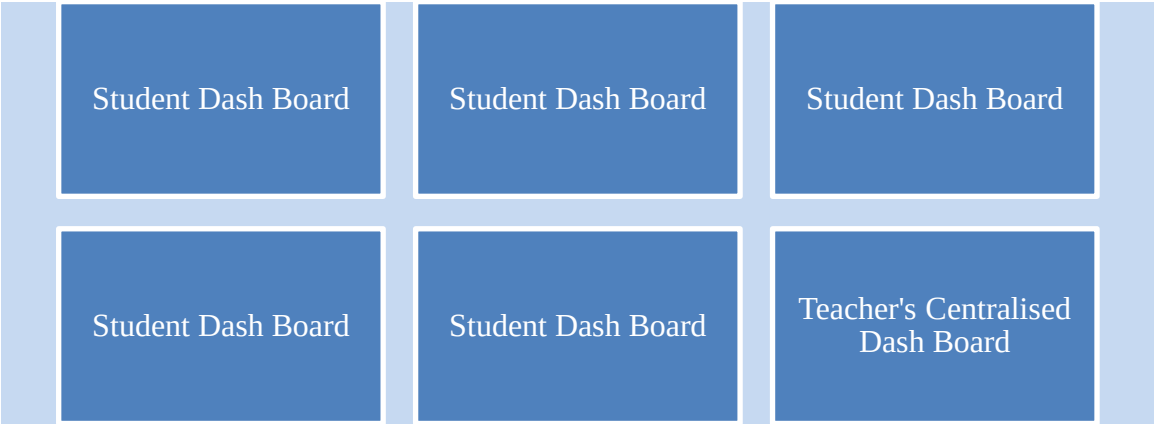

Fig.1: Structure of technology-integrated learning model

As part of qualitative research (Creswell, 2017) and facilitating suitable material for the participants, the experimental group was provided with a video clipping played on their laptops simultaneously through a centralized network. After that, these sample participants were asked to watch, understand and examine various aspects of video such as clarity of video, history, and locations shown in the clipping, vocabulary used, pronunciation of actors, size of actors, number of times their actions were shown and repeated, property used, problems exhibited and solutions sought for with a variety of background music and tone. By considering the above-cited criteria, learners were asked to discuss all elements of video clipping with their peer learners (McMurray, 2012). Later, they were instructed to report it using appropriate vocabulary (Nation, 1997) through a link to the dashboards. In this activity, listening, reading, understanding, speaking, and writing skills in addition to analytical skills of learners were tested for the experimental group and all of their performance was proved to be excellent as authentic material (Kelly, 2002) and source-based learning was offered through technology-integrated learning (Fishman, 2016).

After completing a discussion among participants with self-regulation (Kim, 2013), the sample learners were instructed to write their observations, as specified in (Vazquez, 2009) and (Hyland, 2019), in the form of a narrative story to observe their writing skills and check for the washback effect (Thompson, 2018). To verify the reproductive capabilities of the target group of learners, the participants were also instructed to use appropriate content words or words synonymous to the targeted content words with susceptibility of concept. Later, it was noticed that they were able to work on the target assignment depending upon the best of one's performance. The data that the learners put up in an interlinked system of their personal computers were transmitted to and exhibited on a centralized and integrated desktop while representing valuable answers posted in different blocks for all 7 groups of participants, both individually and in a group. During this kind of pedagogical process, interactional dynamics (Marco Cappellini, 2017) in a given environment were observed.

Here, the hypothesis of meeting standard deviation is considered to be criteria to find whether performance levels of experimental as well as control groups of participants remain identical or different to prove that the hypothesis developed would yield positively variable results. Having provided the technology integrated learning approaches as in Computer Assisted Language Learning (Levy, 2015), a questionnaire for transactional analysis was distributed to seek responses from the experimental group. But for the control group of learners, inputs were given in their traditional classrooms through traditional methods of teaching not by familiarizing them with the Technology-integrating language learning method. Segmentation of the participants and difference in methodology for teaching about sample video were considered for the study to determine effectiveness in different ways of teaching and learning at undergraduate level for the ESL learners (Colpaert, 2007).

Questionnaire as a tool

Annexure-1 with a questionnaire of 8 criteria altogether comprising 15 questions, with each criterion carrying 2 parameters, was developed on a scale of 5 points for collecting data from the participants. Upon implementing the aforementioned method, the questionnaire was distributed among the participants to test the feasibility of the method and derive data consisting of views for the investigation. The 5 point rating scale in the questionnaire considered for study was represented with determinants such as SA- to stand for Strongly Agree with 5 points as maximum, A-Agree with 4 points, NR- No Response taking 3 points, DA- Disagree to mark as 2 points, SD- Strongly Disagree to indicate with 1 point respectively for the proposed survey. Thereafter, for the current empirical research, the Survey method was implemented to gather reporting data with valid responses from both groups of respondents. Having collected the data from the sampled respondents, the data was analyzed to find strength and feasibility of the present method of technology integrated language teaching through appropriate material at the Undergraduate level.

Analysis of data

The sampled experimental group was again staggered into 7 independent groups each comprising 5 respondents to narrow down the study for effectively eliciting talent and reproductive skills of the respondents. To calculate responses for each of the questions on 5 point scale, observations were made in ascending order (i.e. from lowest to the highest) to infer the responses positively. Class intervals from collected data were recorded to find the frequency of data and they were tabulated to find sum of the frequencies. Through questionnaire and 5 point rating scale, the performance of experimental as well as the control group of learners was observed, calculated, and represented using ANOVA two-way factor classification method. In calculating the observation of the performance of groups of respondents, variations found between the two groups were considered to be a viable approach.

Class Group	EG 1	EG 2	EG 3	EG 4	EG 5	EG 6	EG 7
Experimental	63	64	67	68	69	70	70
Group	70	73	74	75	75	76	76
	76	77	78	78	78	79	79

	80	81	82	82	83	83	83
	84	84	85	87	87	87	87
Control Group	23	24	25	26	26	26	28
	31	32	32	33	33	33	34
	34	35	36	36	36	37	37
	38	38	39	39	40	40	42
	42	42	43	43	43	44	47

Table. 1: Source of Variation Identified in Experimental Group

Comparison in between effectiveness in performance of respondents may be identified through ANOVA two-way factor classification as depicted in table 2. It can be noticed from the highlighted cells in table 2 specified below that F-value for sample and column, i.e. factor 1 (experimental group) and factor 2 (control group) respectively, are higher than their F-critical values. This means that the factors have a significant effect on the results of the students and thus we can reject the null hypothesis for the factors.

Experimental Group	EG 1	EG 2	EG 3	EG 4	EG 5	EG 6	EG 7	Total
Count	5	5	5	5	5	5	5	35
Sum	373	379	386	390	392	395	395	2710
Average	74.6	75.8	77.2	78	78.4	79	79	77.42857
Variance	68.8	60.7	49.7	51.5	48.8	42.5	42.5	45.36975
Control Group								
Count	5	5	5	5	5	5	5	35
Sum	168	171	175	177	178	180	188	1237
Average	33.6	34.2	35	35.4	35.6	36	37.6	35.34286
Variance	52.3	46.2	47.5	41.3	43.3	47.5	53.3	40.46723
Total								
Count	10	10	10	10	10	10	10	
Sum	541	550	561	567	570	575	583	
Average	54.1	55	56.1	56.7	57	57.5	58.3	
Variance	520.7667	528.2222	537.8778	545.3444	549.7778	553.6111	518.6778	

ANOVA

Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Sample	30996.13	1	30996.13	623.5749	4.9E-32	4.012973
Columns	126.0857	6	21.01429	0.422762	0.860775	2.265567
Interaction	8.771429	6	1.461905	0.02941	0.999882	2.265567
Within	2783.6	56	49.70714			
Total	33914.59	69				

Table 2. ANOVA's two-way factor classification

Also, F-value for the interaction effect is quite lesser than its F-critical value, so we can conclude that the experimental group and control group did not have any combined effect on the population. As per the observations made from the two-way factor classification and results of the different groups of the experimental group, it is inferred that the questionnaire set for the hypothesis is valid. Hence, depending upon their performance throughout the unified learning models, it is deduced that technology-integrated learning models work well for the Indian education system to compete with the techno-centric-western models of reproductive capabilities in learning a second language (L2) through this method.

In the same way, the performance of experimental and control groups of respondents was depicted in Fig.1 represented with a bar diagram with an improvised line graph. Fig.1 observes the distinction between F value and F Critical values as F value is greater than F Critical values in the predictive validity of sampling and analysis of the questionnaire.

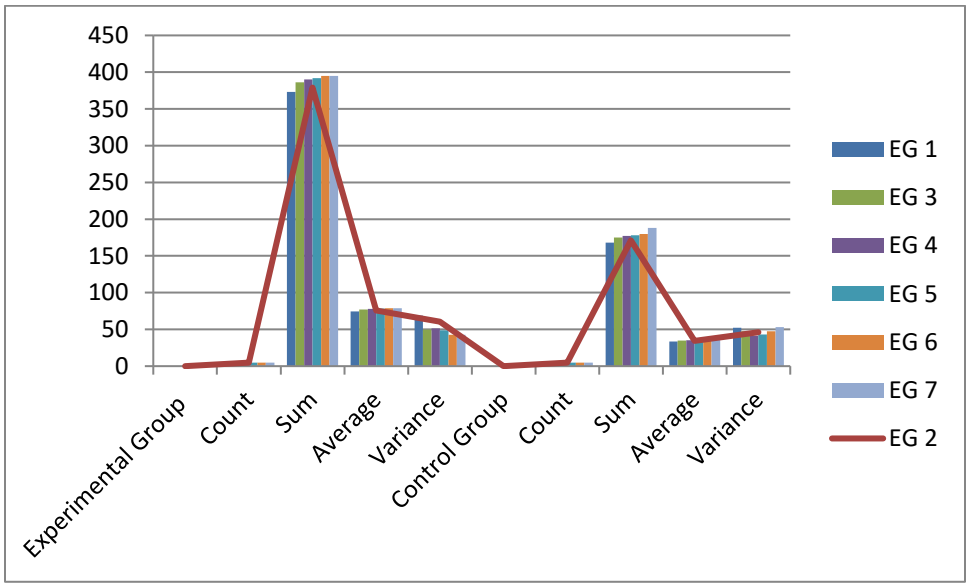

Fig.1: Summary of results in variation through two-way classification.

Hence, it is inferred that the hypothesis is not a null hypothesis as it has positive results in favor of incorporating technology-integrated learning models in disseminating knowledge and linguistic skills for UG learners.

Results

Having implemented the technology integrated learning in language classes, several positive points were identified with the proposed method in teaching ESL learners. It is noticed that teachers can distribute the tasks and identify the responses of the respondents in corresponding blocks of integrated dashboard. As viewed by researchers, motivation may be the key to learning anything (Apter, 2001). Through the present method, learners were able to enhance their listening, speaking, reading, writing (LSRW) and higher order thinking skills. Ability to program a task turned out to be easy for both teachers and learner

as they are exposed to these technology-integrated learning methods of flipped classes. Learners ability to acquire vocabulary (Haastrup, 2000) through distributed learning (Colpaert, 2007) and through computer assisted language learning was proved to be impressive. All the sampled learners have observed improvement in their verbal, non-verbal communication and analytical skills. In addition to it, testing and assessment of both academic and societal skills (Vygotsky, 1978) were realistically determined for programmed objective of attainment level with a minimum performance range criteria to the best of variable targets. Thus, the study has exhibited improvement in the higher competitive spirit of learners with this method as it proved strength in its methodology.

Conclusion

On account of the authentic material provided through a distributive channelized system of materials on LAN or by using web tools and the constructive procedure in both disseminating knowledge and testing the hypothesis based on the set taxonomy (Bloom, 1956), it is implicit that the currently advocated method would delve meticulously into an effective learning method by proliferating and revamping existing traditional language learning approaches. As a result of the experimentation held, it is also implicit that a language teacher may turn into a 'Techno-Centric functional Language advisor' for he is expected to carry teaching and learning materials in soft copies for a ratiocinated approach through designing appropriate materials for pedagogic effectiveness. It was also noticed that, through this method, both teachers and learners would have collaborative learning (M., 2014) for pedagogical effectiveness.

Limitations

While researching the proposed method, a few limitations were also noticed. Firstly, learners need to have access to the internet or local area network (LAN). Secondly, instruments of learning styles may be criticized. Thirdly, test and retest reliability with predictive validity at a maxim level may vary in the case of large samples. A large number of samples may yield global results based on learning behaviors being controlled and sometimes uncontrolled (Jebaseelan, 2014). Finally, the role of an English teacher may turn into a tech-savvy language facilitator.

Scope for further study

In contrast with the limitations of this investigation, it also throws light upon fostering knowledge, skills, strengths, and opportunities for learners in their linguistic, theoretical, and other technical and practical disciplines. Interpolated and interactive learning methods can be fostered in research to augment the effectiveness and authenticity of Deeper Learning approaches. Abundant material may be designed to suit skill-based courses of English to suit English for Specific Purposes (ESP).

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Through my research paper, I have learned a lot about branding and considerations to be kept in mind while going global. The study has helped me to analyze how global branding can be achieved along with its advantages and disadvantages. I hope that this research paper will help all the educational institutions to plan for providing infra facilities for the language teachers at UG level to achieve skills of ESL learners.

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Annexure- I

Learner's Questionnaire

Criteria for Evaluation				
Strongly Agree (SA) 5	**Agree (A) 4**	**No Response (NR) 3**	**Disagree (D) 2**	**Strongly Disagree (SD) 1**

Sl. No.	**Analysis of questionnaire**					
	Query	**(SA) 5**	**(A) 4**	**(NR) 3**	**(D) 2**	**(SD) 1**
Criteria-1: General understanding over the present methods of teaching and learning process						
1	I am satisfied with the present methods of teaching English at UG level.					
Criteria-2: Improvement in creative learning skills						
2	I admit that the creative learning skills are improved through the technology integrated learning model approach.					
3	I acquired the ability to think at a global level and express my views creatively to meet the universal standards.					
Criteria-3: Improvement in analytical skills						
4	I notice that I could analyze materials and process involved in my learning through this method.					
5	I inculcated analytical skills through technology integrated learning model models..					

Criteria-4: Effective material to enhance learning approaches						
6	Flawless material is required to meet the targets set for each of the session					
7	Artistic and organized presentation of tasks in material would elicit competence of learners					
Criteria-5: Speaking Skills						
8	I understand that we explore problems in both academic and societal perspectives through interpretation.					
9	I admit that our verbal and non-verbal communication skills will be enhanced through collaboration with the peer learners.					
Criteria-6: Cognitive and Concept Making Skills in Reading Skills						
10	I came across the technical jargon and find that the vocabulary used for reporting projects is different from the conventional use of language.					
11	It is implicit that English can be utilized at the best for representing the available data and it fosters one's competence in understanding the projects in pipeline.					
Criteria-7: Technical skills through tools in ICT						
12	I identified a fact that my peer learners are able to develop language skills to correlate meanings for the words used in a context through ICT tools.					
13	We will receive appreciation as we cope with tools in ICT					

	in the process of learning with the present method.					
Criteria-8: Writing Skills						
14	I realize that I would frame both syntactically and semantically proper sentences with suitable words to master drafting skills.					
15	I learn how to write objectives and outcomes of project reports.					