A Review: Effective Use of Technological Tools to Teach English in Private Schools

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ABSTRACT: The world has now become more concern to integrate the technological innovations in the educational process of the modern trends that concern to the educational institutions in the all levels. However, it is reasonable and expected that the technology must help lead the way to improve teaching and learning in our schools. This paper presents a review of the effective use of technological tools in the educational process in private secondary schools. The question that leads this study is: What is the impact use of the technological tools in private schools? The review will gather the pertinent information that has blossomed on the effective use of technological tools in schools. An extensive search was conducted for articles, and thesis, which had to meet rigorous selection criteria as a scholarly publication or as a controlled study. Furthermore, not only looking for a diversity of results pertaining to the use of technological tools in the classroom, but paid a great amount of attention to the conditions or circumstances surrounding their effective use in order to bring useful information to teachers, educational administrators, and policy makers.

KEYWORDS: Technological Tools, Effective use, Private Schools, English Teachers

I. INTRODUCTION

This era is characterized by rapid changes resulting from scientific and technological progress and information technology, so it became necessary to keep up with the educational system of these changes to cope with problems that may arise from them , such as the large number of information and increase the number of learners and the lack of teachers and away distances. These changes have led to the emergence of patterns and many ways of teaching and learning, especially with the advent of the technological revolution in information technology, which has made the world a small village, which led to a greater need to share experiences with others, and the need for the learner to environments rich multiple sources of research and self-development, there appeared a lot styles and ways and means of new teaching and learning, and the emergence of e-learning , which is defined as a way to learn using the communication mechanisms of modern computer networks and the multiple means voice and image, graphics, and search mechanisms and electronic libraries, as well as web portals, whether remote or in the classroom, the use of technology in the delivery of all kinds of information to the learner in the shortest time and with less effort and greater interest(Shanaq, Ben Romi, 2013).

II. PROBLEM STATEMENT

The Ministry of Education in Jordan computerized curriculum introduction of system of e-learning in schools. However, the acceptance and proper use of developments in education does not give positive results without previous studies to determine the extent to accept the target group, trends and capabilities and its potential to accommodate new developments (Tawalbeh, 1997).Furthermore, when reviewing the literature available in the field of e-learning, there is a lack of information on trends in teachers and learners towards e-learning in general, and Jordan in particular, as the majority of the available studies dealt with attitudes towards computers. Given the importance of e-learning and entered in Jordanian schools this study was to identify trends in teachers and students about e-learning.

III. Scope and Methodology

In the search and selection of papers and documents to be included in the review, the researcher concerned to reflect the number of studies. First, it should involve a review a collection of different sources of literature - including academic

papers and reports in the field of research in the public sector and the private sector, explained studies by government bodies, and reporting materials designed to support the practice of teachers. Second, the literature should reflect a balance between the Jordan and the rest of the world. Thirdly, we should review the treatment locations and fields of learning with technology, including learning in the classroom. Although research suggests a welcome improvement in the two or three years, has allowed relatively little interest to education in the use of technology for learning. Most of previous research has focused on the use and impact of certain technologies, such as virtual learning environments (VLEs) to teach or learn or develop skills in the use of technology.

Coffield (2008:14) says:" To put the learners first In all of the plans, to invest the education, and expand participation, to set targets, to develop skills, to open access to raise standards, and the development of a national framework for qualifications, and there is no mention of the theory (or theories) of learning to drive the whole project. Was as if there were in the United Kingdom such understanding on a large scale, and to agree on, it was believed that the processes of learning and teaching that the suspension of the trailing "In the field of professional development, and in spite of giving priority to the information and communication technology (ICT) and learning, and surprisingly, there is a lack of research on the impact and effectiveness of the learning organization, which is still lower than those of Education professional development (Attwell, 2010 (b)).The current rate of rapid technological change. That is why the researcher have chosen to concentrate primarily on studies conducted in the past five years. Finally, the researcher cannot pretend that we are an educational or culturally neutral in our choice of sources. Obviously our learning and experiences impacted our approach to previous judgment in carrying out this work.

IV. The Technology Gap

There was Significant concern about widening gap between the current use of the technology of teaching and learning in schools and everyday experiences that students have with technology outside school. Atwell (2010, (a)) expressed this starkly when he cautions that schools may become simply irrelevant to the day-to-day social life for youth.Christopher Sessums (2007) says: "In spite of the social life of many children depend on digital social networks, and many schools have not figured out how to take advantage of their strengths. They use MySpace, and Facebook accounts for their personal lives and drop them into school life."

A study conducted by Mori in great expectations (2008) This dissociation between the methods used software online students in social life and their own learning.

Has also been writing a lot about how they should respond to this education new ways to use technology. Of the importance and significance is Helen Beetham, Lou McGill and Alison Littlejohn's study on 'Thriving in the 21st Century: Learning Literacies for the Digital Age "(2009). Report is part of a major study in English of Higher Education and Further Education on behalf of the Supervisory Committee. This study found that technology is an integral part of the lives of learners. Given that all of them learning is likely to be supported by technology, and the term "e-learning" does not make sense.

Students apparently concerned about the lack of formal inquiry skills instruction, suggesting perhaps broader concerns with education and accountability outside the field of information technology and communications. As required training in specific programs usually; However, in the first place on the skills required are not technological, but academic.

From the point of view of teaching and learning, the report found that students are concerned about the efficiency of ICT teachers and faculty members. The report says that there are varying levels of efficiency of ICT by teachers, while some adept clearly, or at least able to work in the IT environment, while others lacked even the IT skills most primitive; 21 per cent of students believes that teachers need additional training (Attwell, 2010 (b)).

Besides, there are divided opinions mainly on e-learning, especially if we take into account the type of session and exposure to information and communication technology and the advantages and disadvantages of each of a large raised in each of the qualitative research with students. It may be the fact that the learners may use different techniques in different ways. Beetham et al (2009: P24) report that learners want meaningful choices about how they learn, with and without information and communication technology, and that many of the learners use technology to multi-task while some find being online distraction from the study. But within the institutions, and led students to use technology to a large extent by the teacher recommendations and course requirements and this may be at odds with the way that use socially. For example, McIntosh (2008) found that blogging is a personal activity minority, but one that increasing number of organizations are demanding.

Other results ,Beetham et al (2009) report that learners want meaningful choices about how they learn, with and without information and communication technology, and that many of the learners use technology to multi-task while

some find being online distraction from the study. And found that the technology is important for learners on a personal level.

V. The Use of Technologies

There was a growing interest in the theory and educational processes for the use of technology for learning. In part this can be viewed as a reaction to the perception that although significant investments in new technology for learning in many countries, have failed technology enhanced learning to have expected effect on the learning processes. It may also be partly a reaction to the changing claims and projections of learners and also with the changing claims in the competencies for teachers (Attwell, 2010 (b)).

A renewed focus was accompanied on education by the movement which centered student-education or movement from teaching to learning. This has led to all of the discussions on the new roles for teachers and attempts to redefine learning.Coffield (2008) criticizes the limited understanding of learning related to the transfer and assimilation of knowledge and skills. He used the same term "teaching and learning" and that it provides a number of definitions of pedagogical. Quotes John Dewey (1938) as saying, "learning, or, as he preferred to call it quantities" the educational process "to" acute discipline "of subjecting of our experience 'of IQ tests for the development of and guidance," so we keep growing intellectually and ethically" (p.114).Coffield (2008) also indicates to Etienne Wenger, who argued that characteristic of learning to do is to mere "learning - regardless of form it takes - changes us by altering our ability to take part, to belong, to negotiate" (1999, p226).

Often perceived to exercise e-learning as a technologically-driven rather than educationally (Vogel, 2010). It seemed to many of the surveys in the availability of technology. Reports of other surveys on the use of technology, but do not pay attention to the use of technology for science education. Surveys have whistled to try to determine the impact in terms of student outcomes: vowed almost impossible given the many different possible factors.

Implementation in the education sector as a whole more still in the early stage relatively with a lot of disparity in development between and within each of the institutions (Finlayson, Maxwell, Caillau and Tomalin, 2006). Golden et al (2006) refers to the lack of experimental evidence on the impact of e-learning particularly on the differences across areas and within further education. There is almost no survey data on the impact of technology on education.

VI. The Impact of Technologies in Practice on Pedagogy

Despite the political commitment and financial investment, it's still there allegations of using of information and communication technology in education, and what is the real practice. ... has been proven that more difficult than expected for the dissemination of good practices in the use of information and communication technology. Especially, proved the belief that the experiences and ideas that can be deployed simply through electronic networks to be misplaced (Hadyn, 2008, p.2).Likewise Becta(2006) found that 52 percent (compared with 2004 to 53 percent), that using technology for learning support, and this usually take outside of the learning scheduled and it was complementary to the program of basic learning. The major use of exercise research and based technology to review and practice. In many instances, these activities has been implemented completed by the student. The use of information and communication technology as a traditional tool in the classroom widely in 34 percent of the schools Becta (2006).However, it is not clear exactly what was the technology used for. Bectasays this group include using display screen technologies (supposed use the overhead projectors). The schools using 31 percent of ICT and e-learning with conventional learning resources to the production of the learning, blended a number that has risen steadily through the years.

Golden, McCrone, Walker and Rudd (2006) found out that most of the teachers use e-learning in the practice of teaching. However, this was the most common to reach, research and creation of instructional materials and to prepare the lesson plans. Became clear that to communicate with learners was used less much technique, track the progress of learners and provide attention between of them. They find that "e-learning did appear to have a Significantly effect on some of the results of learner intermediate on some of the practice of teaching aspects."unsurprisingly in somewhat, in teaching assignments they reported, there was a feeling of e-learning has the largest impact is reflected largely the ones that were the most commonly used it. The teachers felt that the technology mast helps students to be more effective in research and display the work and also helped to enhance e-learning in their knowledge and develop their understanding.

VII. The Skills of ICT and Pedagogy

Did not help technical training in dealing with pedagogical issues. "In many cases, teachers have been put materials on virtual learning environment (VLE), but these were scarcely used by students." (Finlayson et al, 2006).A major catalyst in helping with the effective use of ICT for learning was "training that focuses on how to use information technology and learning (ILT) to support learning and teaching, and includes specific training topic, including information on a range of sources" (Finlayson et al, 2006, p.63).

In this connection it is important to devote time for individual teachers, and the teacher difference", to develop their abilities (ILT) knowledge and skills, to work together to create a source of adaptation (ILT) resources, and the development, implementation and review of the curriculum for (ILT) use the occasion to their subject groups and educated them" (Finlayson et al, 2006, p.63).

On the contrary, they found that the barriers key to effective use of technology for learning in pursue education was "training, which focuses primarily on the development of skills, information and communication technology, or be confined only to the knowledge and skills of public ILT" and "lack of support for teachers who work in isolation" (Finlayson et al, 2006, p.6).They found that the teachers in part-time especially disadvantaged and lack of time to develop their knowledge and skills of (ILT).

The case of the subject and the skills to use technology in teaching and learning is important by many researchers. Frank Coffield(2008) cited from the school inspectors as saying: " In the further education senior managers should be the priority to develop the skills of trainers and knowledge in all aspects of training." (Ofsted, 2008, p.6).

However as Coffield(2008) suggests that this raises the question of what the professional knowledge and teaching methods of vocational interns and teachers need to possess. Refers to Michael Young (2008), who argues that the interns need to be three types of knowledge: knowledge of specialized disciplinary, and specific context knowledge (learned at work), and cross-sectoral knowledge (public education instead of "basic skills").

VIII. The Effect of Technology

One big problem in judging the effect of new technology in learning and teaching, and in the pedagogical methods of learning and teaching is the need for standards to judging such an effect. It is comparatively simple to study the number of computers in the school, and the speeds of the Internet connect. In addition It is not impossible to count how many teachers use a certain piece of the technological tools. It is much harder that the pedagogical change to be judged. One tool that can be helpful in this regard is the framework of the curriculum (Barajas et al, 2004), which set by the European project in the same name. Was intended as a framework that can be used by educators to record the effects of their activities learners'. It is based on the offer pedagogy activities and curriculum on three dimensions –an 'operational curriculum', an 'integrating curriculum' and 'transformational curriculum'. It is possible for an pedagogies approach to the use of learning technologies on the same subject and the same desired results on any one of these three dimensions.

- "Operational curriculum is showing how to use the tools and technology efficiently and effectively. Knowing how to modify files, data entry and making inquiries simple system information, save and load files, and so on.
- Integrate curriculum where it applies to the uses of technology curriculum and organizing teaching and learning. This may be using an online library of optical material, using a default learning environment to provide the course or part of the cycle. The nature of the subject and the foundation for education is basically the same, but the technology is used to achieve efficiency, effectiveness and motivation.
- The transformational curriculum is based on the idea that what can be known, and how, and when we come to know it is changed by the presence of the technology that we use and therefore the curriculum and organizing the teaching and learning needs to be changed to reflect that "(Barajas et al, 2004, p. 8).

In the general approach terms which suggested by the literature, and most providers of vocational education are still approaching curriculum and pedagogy, design from the viewpoint of approach operational, as well as there are some examples of the curriculum and integrate, and there is little evidence on the use of technology to transform.

IX. Summary of Previous Studies on The Use of ICT in Education and Possible Trends for Research in The Future

Integration of ICT in education has its advantages. Use it not only changed the traditional methods of teaching, but also need from teachers to be more creative in adaptation and allocation their special educational materials and strategies

(Reid 2002). Of all the methods and strategies teaching, and cooperative learning, and learning problem-based, constructivism approach, and teaching strategies are most commonly used on a large scale to deal with the challenges of use ICT (Abbott &Faris 2000; Whelan 2008). This is compatible with Palak and Walls (2009), as well as Tezci (2011), that integration technology does not have the desired effect without the practices of student-centered classroom. Thus, the integration of ICT in education which cannot be isolated in implementation. When it is applied in composition with a variety of teaching methods and approaches, and in particular constructivist practices, may be more successful learning outcomes. On this basis, the researchers advised in the future to conduct studies on the challenges and benefits of ICT combination and approaches that focus on teacher and all approaches and methods of teaching. Results may provide more concrete suggestions for the use of ICT by teachers and educators. Furthermore, the schools also be should provide some of support in well-structured learning while combine technology into the curriculum and methods (Whelan, 2008).schools also recommended to provide to their teachers training courses or workshops to improve and enhance their skills of ICT, and prepare them to face potential challenges while combine technology in order to improve professional development for teachers on the use of ICT (Staples, Pugach and Himes, 2005).

Previous studies have pointed that the external and internal factors, both affect on the use of ICT in education (Al-Ruz and Khasawneh 2011; Lin, Wang and Lin 2012; Sang et al. 2011; Tezci 2011). Among the influencing external factors, the common factor is computers access and software, and inadequate time to plan the course, and insufficient technical and managerial support (Al-Ruz and Khasawneh, 2011). Among the internal factors, that teachers attitude, and the confidence and the belief in the use of ICT is usually referred in the current literature (Al-Ruz and Khasawneh 2011; Chen 2008; Lin, Wang and Lin 2012; Sang et al. 2011; Tezci 2011). Research shows that the identification of all external and internal factors that affect the use of ICT as possible (Al-Ruz and Khasawneh 2011; Lin, Wang and Lin 2012; Sang et al. 2011; Tezci 2011a); however, There was scant research in the possible relationships between the external and internal variables, and how these relationships different according to the variants, and to participate in the integration of ICT. These relationships can be studied not only to help teachers, administrators, and students understand the challenges of the better use of ICT, it can also assist in detecting other solutions to overcome the barriers that exist that based on the relations between the different variables.

More precisely, Chen has shown (2008) that there is no resonance among the beliefs of teachers and their real practice in the classroom while integrating the technology. Whereas many of the previous research focused on the effect of the teachers' attitudes and their beliefs in the real practice (Chai, Koh and Tsai 2010; Palak and Walls 2009; Sang et al. 2010; Serhan 2009),It was rare for any research to investigate the Mutual correlation between teachers' attitudes and practices and their beliefs. Other region to discover whether it can be the relationship difference between the pre-service teachers and in-service teachers. What are their perspectives of their beliefs and their real practice of the actual integration of ICT? That comparative research would be applicable, especially in the study of this perspective. In addition, there are few previous studies investigated of the obstacles or challenges to the integration of ICT by students, teachers, and the perspectives administrative and strategies with the involvement of specific educational activities. This is also an area deserves more search and investigation in future research. When review of the available literature, it became clear that the integration of information technology and communication, mediation involves an evolving process, not the definitive product. To access the success integration of technology requires effort from three aspects: teachers, students, and school directors. This review discusses the present monetary conditions, and obstacles to, and ICT solutions to get the integration in the classroom. Moreover, it shows the potential gaps in the existing literature above for the provision to clear directions for future research into the use of ICT.

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