

- Global Regional Review (GRR)
- URL: [http://dx.doi.org/10.31703/grr.2022\(VII-IV\).01](http://dx.doi.org/10.31703/grr.2022(VII-IV).01)



Cite Us



## Modern Technologies for the Teaching of English Pronunciation: A Survey of Elementary School Teachers of AJ&K

- Vol. VII, No. IV (Fall 2022)
- Pages: 1– 11
- DOI: 10.31703/grr.2022(VII-IV).01
- p- ISSN: 2616-955X
- e-ISSN: 2663-7030
- ISSN-L: 2616-955X

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**Abstract:** *The aim of the study was to analyze the Use of Modern Technology for the Teaching of English Pronunciation at the Elementary Level in District Kotli AJ&K. The study was descriptive in nature and used a survey method for data collection. The study population was 288 elementary school teachers. A simple random sampling technique was used for the selection of the sample. The sample size was consisted of two hundred (200) respondents. Five-point Likert scale questionnaire was used as a research instrument to get the responses from the respondents. The reliability of the instrument was checked by using Cronbach's alpha statistical technique. The questionnaire was consisted of 30 items. The researcher collected the data personally from the sample of the study. Simple percentage, mean scores and standard deviations analyzed the collected data, and also analyzed the t-test.*

**Key Words:** Modern Technology, English Pronunciation, Elementary Teachers

### Introduction

In everyday life, language serves as a means of communication. Linguists value speaking abilities more highly than the general public. They just don't care since they believe that speaking and understanding are as natural as breathing (Zhang & Yin, 2009). There are several skills to learn when learning a language, including vocabulary, grammar, reading, writing, and speaking. Pronunciation is essential for effective communication (Ellis, 2009). Students must understand grammar and vocabulary, but they must also appropriately enunciate those structures or words. Furthermore, students' primary focus should be to improve their pronunciation. The skill to speak English, which incorporates accurate pronunciation and intonation, has a direct impact on one's ability to communicate effectively in conversation.

Pronunciation instruction is often tied to the instructional approach employed. Pronunciation was almost irrelevant in the grammar-translation process of the past and was hence rarely taught. Students who are practicing the sound approach in the language classroom spend hours listening to and repeating sounds and sound combinations. In the 1950s, it became well-known.

This entailed a methodical exposition of the second language's structures, progressing from simple to sophisticated. This technique was heavily inspired by the view that a lot of mechanical and repetitive repetition was required. Currently, learning a foreign language is a systematic process that involves developing habits (George, 2002).

In Pakistan, the English language has a high status. Its significance as a second language has increased dramatically in recent decades. Its selection as the favored

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**Citation:** Shaheen, M. N. U. K., Shah, N. H., & Qayyum, Z. (2022). Modern Technologies for the Teaching of English Pronunciation: A Survey of Elementary School Teachers of AJ&K. *Global Regional Review, VII(IV)*, 1-11. [https://doi.org/10.31703/grr.2022\(VII-IV\).01](https://doi.org/10.31703/grr.2022(VII-IV).01)

educational strategy demonstrates the respect given to its use. According to Tarhan (2003), the standing of language in any society is determined by the language policy adopted by the country's policymakers. When policymakers place a premium on a language, it is adopted by other fields for a variety of reasons in society. Hoffmann (2014) stated that it stayed symbolic in the system, but it became important in the country when it was given due importance or more importance by policymakers. The basic and compulsory education that begins at the elementary level is called elementary education starting with childhood at home and early school. At this level, a kid learns the fundamental notions of various ideas. According to Sholihah (2021), the fundamental goal of primary education is to teach students how to read, write, and count, as well as to lay a firm foundation for math and social science. According to Li (2017), elementary school students are grouped into classes depending on their mental and physical ages, and they are typically taught by a single instructor. The teacher instructs students in all subject areas using the methods outlined by the higher authorities. Teachers at this level receive training on a regular basis or prior to beginning a new project. Communication between teachers and pupils takes place in a language that both parties speak more easily (King, & South, 2017).

According to Soliman (2016), the most important step in building a strong nation is to choose the right language, because the medium of teaching is the heart of any educational system. The decision of the medium of instruction would have a direct impact on the schedule and organization of study and books, research work, teacher and educator training, and teaching environment. Education professionals have picked a specific accommodating language as the medium of instruction for this most basic and vital duty. (UNESCO, 2000). In any country's education system, the medium of teaching and learning is extremely important. With the long-term standard of education in mind, the English medium of instruction was chosen. Pakistan's earlier educational system, pre-primary and primary education was imparted in regional languages or Urdu.

English as a topic was traditionally taught beyond primary school (Solanki 2012). Students in secondary and higher secondary schools encounter numerous challenges because the majority of subjects are taught in English, which is extremely difficult to comprehend at this level without a basic understanding of the language.

Technology has always played a big role in the teaching and learning process. A crucial aspect of the teaching profession is the capacity of teachers to support students' learning. Brewster (2004) "Integration" refers to the use of technology in teaching and learning. Now that technology is established in our daily lives, it's time to consider adopting it. The purpose of adding technology to the curriculum is to improve learning. In other words, technology easily integrates into the teaching and learning process. Students receive relevant knowledge through computer-based activities at the appropriate time. They go on to suggest that using online resources motivates kids to learn more. Larsen-Freeman and Anderson (2011) stated that technology provides instructional tools and improves the opportunity for students to learn in the actual world. Many authentic items can be made available to students through technology, and they can be used in a variety of ways to inspire them to study a language. Technology helps students personalize their learning by giving them control over how they study, making education relevant to their digital lives, and preparing them for their futures. Altun (2015) stated that Technology and access to resources outside of the classroom empower students to become problem solvers, critical thinkers, collaborators, and innovators. Students develop a lifelong love of learning in classrooms where technology is skillfully integrated. Technology has the capacity to bring together readers and writers. Students can share books they're reading and start literate conversations using digital tools like Padlet and Flipgrid. According to Murray (2005), Students can quickly share their writing with others for critique and celebration using Google Docs. While these connections may begin in the classroom, they can extend beyond it, blurring the lines between learning and non-learning. Ilter,

(2009) discovered that technology can be especially effective in connecting literacy communities, engaging teachers during professional development, and supporting personalized learning, lessons that can easily be transferred to the English classroom.

Flipped learning is a pedagogical method for creating an active and engaged learning environment in which individual reflection comes before group cooperation and debate. W. Lin and Yang (2011) stated that Make resources for students to use to guide their own learning, such as book and video collections, skill and strategy lessons, and student-choice choices. Connect with kids one-on-one to offer assistance and to hear what they have to say. The attitudes of teachers toward computer technology ensure the effectiveness of any educational program's activities. Patel (2013) stated that if computer technology does not fulfill their own or their students' needs, teachers will not incorporate it into their teaching and learning. One of the issues is the attitude of teachers' significant variables that determine computer achievement, and this mindset will in turn have an effect on how teachers respond to computer technology (Teo, 2006).

## Literature Review

### Teaching Pronunciation

According to Ocak (2008), teaching pronunciation is a topic that many English teachers neglect. While there are many textbooks and training manuals accessible, there are few on acquiring pronunciation. According to Pourhosein (2017), it is more crucial to accurately enunciate the function phrases within a phrase than the content terms themselves. Teach older pupils that function words (auxiliary verbs, prepositions, articles, conjunctions, and pronouns) should not be stressed in sentences, but rather content words (nouns, verbs, adjectives, and adverbs) (Kabashi, 2000). Knowing the difference between content and function phrases will help students comprehend and, more importantly, improve their pronunciation.

The teacher can use a variety of pronunciation activities with your students to differentiate content and function terms in a

phrase. Basic communication is a teacher's initial priority for their students (Gilakjani, 2012). However, if their accent is so awful that no one understands them, this strategy may fail. Furthermore, teaching pronunciation is vital because asking someone to repeat themselves three times and still not understanding them is embarrassing (Brawn, 2010). Many teachers make the mistake of teaching pronunciation alongside new vocabulary when they opt to focus on pronunciation practice. Students with a good ear or who speak a comparable language may benefit from this combination (Bailey, 2006). With kids whose mother tongue has no resemblance to the target language, however, it can be hit or miss.

### The Problem of English pronunciation

According to Jacqui (2015), the students' worries about their English pronunciation had an impact on their grades, performance on midterm and final exams, and participation in class activities. This aspect seeks to identify the contributing variables that prevent students from pronouncing English correctly (London *et al.*, 2009). Additionally, they might devise inventive ways to pronounce English consonants that are absent from the speaker's native dialect. Learning to pronounce like a native speaker can be challenging. A native-like pronunciation of the language may even be undesirable for many learners, according to English pronunciation presentations by (Kessler, 2007). Some believe that intelligibility, rather than adhering to any pre-existing models, is a more desirable goal.

### Anxiety

According to Malcolm (2004), anxiety is a common problem. Most students who suffer anxiety when speak are aware of it and are conscious of how it hinders them. People may be reluctant to experiment with sounds as a result, and they may also have poor intonation and syllable stress as well as a lack of fluidity to mix sounds, Moyer (2007). The best way to treat anxiety is with organized, low-pressure practice. Alternatively, students can unwind and focus on their pronunciation and intonation with the support of structure

and repetition. Malcolm (2004) stated that reaches the conclusion that routines in the classroom, such as starting each lesson with a predetermined greeting and reading a letter aloud, are excellent ways to reassure students about pronunciation. In the long term, practicing specific phrases for perfect pronunciation will improve speech in general.

### Learned Helplessness

Patel (2013) stated that learned helplessness is more difficult to diagnose and treat. When a person gives up after repeatedly attempting something and failing to achieve success, it is known as learned helplessness. Because of this, when students attempt to improve their pronunciation but receive negative feedback, they quit. According to Peregoy *et al.*, (2012), teachers may believe that their students are slackers because they don't believe they can improve. Record students on occasion to hear how they have improved after a few months. Tell a student what they did well if they make progress.

### Cultural Identity

According to Ahmadi (2017), students that refuse to be absorbed into an English-speaking community will not give up their unique characteristics. Some people may be hesitant to lose their accent because it is a strong reflection of their roots and past. As teachers, however, we do not have to aim for perfect pronunciation in the abstract. Instead, Alsalem (2014) says that we must make sure that people can understand our students. We should instead stress that accents lose significance after a certain point.

### Speech Sounds

Speech engines produce speech sounds as a sound phenomenon in response to certain tasks they perform. Speech sound recognition is difficult, and we can hear that the sounds associated with certain letters vary (Beatty, 2003).

### Interference

Due to their inability to quickly distinguish foreign sounds, children frequently confuse

the numerous sounds of the English language with those of their own language (Erban, 2009).

While English and Urdu sounds in Pakistan are undoubtedly distinct from one another, according to Hirvela (2006), Pakistani students combine the two and try to change their speech patterns to sound more like Urdu while speaking in English. This is a result of the Pakistani people's reliance on their native language.

### Transliteration

According to Baytak (2011), there is a transliteration issue with non-native speakers of the English language when it comes to pronunciation. For instance, because Urdu is the nativespeech of the Pakistani people, they frequently use Urdu sounds. The error in pronunciation is reinforced by the repeated use of Urdu pronunciation of English words.

### Connected Speech

According to Alsalem (2014), English language learners frequently have the desire to communicate smoothly, and while they try to do so, they lose awareness of the principles of connected speech and unintentionally commit pronunciation errors. Speech that is rhythmic and fluid often has words that overlap. The sounds at the beginning and end of some words can affect how we pronounce the end and beginning of those words, which helps communication flow more easily (Carlson, 2002).

### Instruction

The four basic areas of growth that are covered in foreign language training are hearing, speaking, reading, and writing. As the target language's alphabet and sound system are introduced in the first year of study, Maniruzzaman (2008) found that foreign language courses place a strong emphasis on pronunciation. The highest levels of pronunciation teaching, however, hardly ever maintain this focus. The issue of whether explicit instruction benefits second language learners has been thoroughly researched. In the end, the intelligibility significantly improved, and the ratings for

comprehensibility and accent improved over time. In a reading assignment, they demonstrated that 30 language learners could change their pronunciation (Derwing & Rossiter, [2003](#)).

### **English Pronunciation Learning**

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The effectiveness of learners' current efforts may be influenced by prior experiences with pronunciation instruction. Higher language proficiency learners could have ingrained, systematic pronunciation flaws that need to be identified. According to Nahum ([2013](#)), the first impression is crucial in every situation. Some children had trouble pronouncing certain words correctly right away. They would be more prone to misunderstand when these terms are not properly spoken because they have grown accustomed to their own pronunciation (Zhang & Yin, [2009](#)).

### **Use of Technology in English Language Class**

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Technology, in Soliman's opinion, is a useful tool for students (2016). Technology utilization by students is essential for the learning process. Teachers should demonstrate how to incorporate technology into the curriculum to encourage pupils to use it more frequently and so improve their language skills (Costley, [2014](#); Murphy, DePasquale, & McNamara, [2003](#)). The use of technology can motivate pupils to collaborate. One of the most crucial learning skills is cooperation. Students work cooperatively to complete tasks, and they read one another's writing to share knowledge (Keser, Huseyin, & Ozdamli, [2011](#)).

### **Information Technology**

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Lucas Rusman ([2015](#)) stated that Information technology implies that technology comprises more than simply hardware and software because it involves the employment of hardware and software to carry out one or more data processing tasks. Communication technology is an electronic system that is used to communicate between individuals and groups of people, such as the phone, email, and Facebook. By enabling students to access information at any time and from any

location, ICT can increase the flexibility of education delivery, which affects how students are taught in the classroom. ICT can be utilized to provide challenging and authentic content that will motivate students in the learning process using computers and internet technologies, such as videos, television, and multimedia computer software that integrate text, sound, and vibrant moving visuals. Computers, the internet, websites, phones, mobile phones, and other wireless communication devices are all included in this, in addition to networks and a wide variety of specialized equipment. ICT is useful and can be utilized in education, but if it is not handled properly, it will not have a significant impact in comparison to traditional learning.

### **Smart Technologies**

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SMART Technologies is paving the path for computer-assisted classroom interaction between students and teachers. Hirvela ([2006](#)) stated that SMART boards are an excellent method to keep kids engaged in class. A teacher can project an image from a laptop into the front of the classroom using a SMART board, often known as an interactive whiteboard. How the instructor was able to digitally draw on the image is astounding. SMART boards come with graph and table templates (MAN, 2012). On SMART boards, lessons may be saved, and straightforward templates can be digitally changed to produce unique learning materials. This technology has hundreds of applications, and students are benefiting greatly from it.

### **Multimedia Projector**

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According to Yushau ([2006](#)), in the classroom, projectors are a simple way to introduce technology to kids. The teacher's laptop is connected to the projector, which displays the screen on the front of the classroom's white board. By doing this, pupils can view a larger version of what is being shown on the laptop screen right now. The projector can be used by the teacher to show PowerPoint presentations to the class. Additionally, teachers can be followed by their students as they browse educational



websites. A projector is an excellent tool for introducing technology to children in the classroom.

### Mimio Boards

SMART boards and Mimio boards are comparable. They're interactive white boards that let the teacher use the white board in front of the class to control computer functions (TESOL, 2008). The board has sensors that allow the teacher to use a special pen that functions as a mouse. Salaberry (2001) stated that teachers use this technology to navigate websites, graphs, and other lessons. Students can also engage by presenting PowerPoint presentations on the board. This is an excellent tool for using in interactive classroom lessons.

### Classroom PCs

The manner that learning is approached alters when each student has a laptop. For instance, during writing instruction, a teacher might allow students to use Word programs to follow along. Students also have the choice of conducting independent research. Aydin (2013) stated that Student work is better stored on PCs than in folders. When every student has independent access to the Internet via a personal computer, bulky encyclopedias and dictionaries are no longer essential. In the classroom, a paperless environment can be both structured and

environmentally sustainable (Carlson, 2002) finally, having their own unique tool to improve academic achievements empowers students in their education.

### Objectives of the Study

1. To identify problems faced by students regarding English Pronunciation as perceived by their teachers.
2. To explore modern technologies used by teachers for the teaching of English pronunciation.

### Research Methodology

The study was descriptive in nature, and a survey method was used to gather data from the Government Elementary Schools District Kotli AJ&K. The data was obtained by the researcher during a personal visit to the sample school. The Statistical Package of Social Sciences (SPSS) 23.0 version were used for the analyses of collected data. All 288 English teachers working in elementary schools of District Kotli were the population of the study. The sample was selected using a universal sampling procedure. The researcher selected all English teachers of elementary schools of the District Kotli. The teachers' answers to the questionnaire were utilized to compile the data. 30 questions on factors affecting teachers' performance made up the questionnaire. The response was gathered using a five-point Likert scale.

### Data Analysis

**Table 1.** Mean Analysis of Problems related to English Pronunciation

S. No	Statements	N	Mean
1.	Students' word stress pattern is incorrect	200	4.52
2.	Students pronounce certain consonant sounds incorrectly	200	4.48
3.	Teachers' incorrect accent while teaching is also allowing students to pronounce words incorrectly	200	4.38
4.	Mixing up short and long vowel sounds is also a problem about English pronunciation	200	4.31
5.	Students have a Lack of knowledge of intonation and stress	200	4.28
6.	Lack of knowledge of sound is also a problem about English pronunciation	200	4.44
7.	The complexity of words is also a problem about pronunciation	200	4.32
8.	Students are unaware of how to pronounce words properly	200	4.36
9.	Students have lack attention to English pronunciation	200	4.03

S. No	Statements	N	Mean
10.	Multiple sounds of same letter are also a problem about English pronunciation	200	4.36
11.	Students face the morphology issue of the mispronounced words	200	4.22
12.	Students have a lack of awareness about vowel and consonants sound	200	4.03
13.	Lack of practice also made difficult for the students in pronunciation	200	4.48
14.	Lack of self-confidence also the main cause of students about pronunciation	200	4.40
15.	Lack of vocabulary is also a problem of students about English pronunciation	200	4.48

Table 1 shows the mean scores of problems related to English pronunciation. The table further represented that mean score of Students' word stress pattern is incorrect; N=200, M=4.52, Students pronounce certain consonant sounds incorrectly ; N= 200, M=4.48, Teachers' incorrect accent while teaching is also allowing students to pronounce words incorrectly ; N=200, M=4.38, Mixing up short and long vowel sounds is also problem about English pronunciation ; N=200, M=4.31, Students have Lack of knowledge of intonation and stress; N=200, M=4.28, Lack of knowledge of sound is also problem about English pronunciation; N=200, M=4.44, Complexity of words is also problem about pronunciation; N=200, M=4.32, Students are unaware of how to pronounce words properly; N=200, M=4.36,

Students have lack of attention to English pronunciation; N=200, M=4.03, Multiple sounds of same letter are also problem about English pronunciation; N=200, M= 4.36, Students face the morphology issue of the mispronounced words; N=200, M= 4.22, Students have lack of awareness about vowel and consonants sound; N=200, M= 4.22, Lack of practice also made difficulty for the students in pronunciation; N=200, M= 4.48, Lack of self-confidence also the main cause of students about pronunciation; N=200, M= 4.40, Lack of vocabulary is also the problem of students about English pronunciation; N=200, M= 4.48. Furthermore, the results directed that Students' word stress pattern is incorrect has the highest mean score in problems related to English pronunciation.

**Table 2.** Mean Analysis of Modern Technologies for English Pronunciation

S. No	Statements	N	Mean
1.	Digital dictionaries are used for the teaching of English pronunciation	200	4.38
2.	Teachers use audio recording for the teaching of English pronunciation	200	3.39
3.	Teachers use a tape recorder for the betterment of English pronunciation.	200	3.67
4.	Teachers use computer in English classes to make pronunciation more effective	200	3.67
5.	Computer Assisted Pronunciation Teaching (CAPT) is also used in teaching pronunciation.	200	3.54
6.	Teachers use talking dictionaries for the teaching of pronunciation	200	4.19
7.	Internet surfing is also used for the teaching of English pronunciation.	200	4.23
8.	The teacher uses word stress pattern application to help students improve their pronunciation	200	4.18
9.	Teachers use flashcards for the teaching of English pronunciation	200	4.03

S. No	Statements	N	Mean
10.	The teacher uses a phonemic chart to improve the pronunciation of their students	200	4.16
11.	The teacher uses an English pronunciation practice application for the teaching of English pronunciation	200	4.14
12.	The teacher uses a translator to make effective pronunciation	200	4.03
13.	The teacher uses mobile for teaching of English pronunciation.	200	4.30
14.	By using video conferencing teachers can teach English pronunciation	200	4.20
15.	By using a Tablet teacher also teach the students pronunciation	200	4.48

Table 2 shows the mean scores of modern technologies for English pronunciation. The table further represented that the mean score of Digital dictionaries are used for the teaching of English pronunciation; N= 200, M=4.38, Teachers use audio recording for the teaching of English pronunciation; N= 200, M=3.39, Teachers use tape recorders for the betterment of English pronunciation. ; N=200, M=3.67, Teachers use a computer in English classes to make pronunciation more effective ; N=200, M=3.67, Computer Assisted Pronunciation Teaching (CAPT) is also used in teaching pronunciation.; N=200, M=3.54, Teachers use talking dictionaries for the teaching of pronunciation; N=200, M=4.19, Internet surfing is also used for the teaching of English pronunciation.; N=200, M=4.23, Teacher uses word stress pattern application to help students improve their pronunciation; N=200, M=4.18, Teachers use the flashcards for the teaching of English pronunciation; N=200, M=4.03, Teacher uses a phonemic chart to improve pronunciation of their students; N=200, M= 4.16, Teacher uses English pronunciation practice application for the teaching of English pronunciation N=200, M= 4.14, Teacher uses a translator to make effective pronunciation; N=200, M= 4.03, Teacher uses mobile for the teaching of English pronunciation; N=200, M= 4.30, By using video conferencing teacher can teach English pronunciation; N=200, M= 4.20, By using Tablet teacher also teach the students pronunciation; N=200, M= 4.48. Furthermore, the results directed that By using Tablet teacher also teach the students pronunciation has the highest mean score in modern technologies for English pronunciation

## Conclusions

1. It is concluded that students' word stress pattern is incorrect and students pronounce certain consonant sounds incorrectly. Teacher's incorrect accent while teaching is also allowing students to pronounce words incorrectly and mixing up short and long vowel sound is also a problem English pronunciation also students have a lack of knowledge of intonation and stress.
2. It is concluded that a lack of knowledge of sound is also the problem about pronunciation. Students are unaware of how to pronounce words properly. Students have a Lack of attention to English pronunciation.
3. It is concluded that teacher uses mobile for the teaching of English pronunciation. By using video conferencing tablet teacher can also teach the students.
4. It is concluded that students face the morphology issue of mispronounced words. Lack of practice also made it difficult for the students in pronunciation and lack of self-confidence is also the main cause of students about pronunciation. Lack of vocabulary is also a problem of students about English pronunciation.
5. It is concluded that there was no significant variance in the difficulties faced by male and female instructors, or in the difficulties faced by teachers according to their educational background.
6. It is concluded that while there was no significant difference between male and female teachers' mean scores



regarding utilization of contemporary technologies, there was the use of technologies with respect to their qualification.

### **Recommendations**

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1. As finding revealed that the students did not pay attention. It is recommended that students pay close attention while studying English, especially when learning pronunciation, as this is a crucial skill to develop.
2. Findings revealed that students did not pronounce words correctly. It is recommended that teacher need to use the different technique as much as possible to help students with their pronunciation.
3. As Finding revealed that students have a lack of knowledge of sounds. It is recommended that teacher need to use the English language for the improvement of student's pronunciation.
4. It is recommended that the performance of male and female teachers is slightly better regarding problems of male and female teachers and their qualification. It is recommended that teachers may consult technologies that are used for pronunciation.
5. It is recommended that teacher may use talking dictionaries, word stress pattern applications, flashcard, and phonemic chart to improve pronunciation.
6. It is recommended that teacher may use English pronunciation practice application, mobile and tablet, and video conferencing to make effective pronunciation
7. It is recommended that the performance of male is slightly better rather than female teachers regarding the use of modern technologies so female teachers needs to take trainings but there was no significant difference with respect to their qualification.

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