Using Technology in EFL/ESL Classroom

Ahmed Mohamed Abunowara
Benghazi University, Libya

Abstract

Educational technologies are becoming increasingly important and promise to change the way students learn and teachers teach. However, technology has been around in language teaching for decades. For example, the blackboard, as a form of technology, has been used for centuries. Tape recorders, language labs and videos have been in use since the 1960s and 1970s, and are still used in classrooms around the world (Dudeney and Hockly, 2008).

The use of technology in the classroom is becoming increasingly important for the presentation of authentic materials and hopefully it will become a normal part of ELT practice in the coming years. Yet teacher training programs often ignore training in the use of ICT, and teachers are often far less skilled than their own students when it comes to using current technology.

This paper reports on technology in language teaching and the relation between technology and authentic materials. Particular emphases will be also placed on the lack of technology in our education system in general and the language centers in particular.

Key words: technology, authenticity, advantages, attitudes
1.0 Introduction

Technology in general is becoming increasingly important in our personal and professional lives. Dictionaries and scholars have offered a variety of definitions. The Merriam-Webster dictionary, for example, defines technology as "the practical application of knowledge especially in a particular area". Technology is also considered as a body of knowledge used to create tools and develop skills, and as the combination of scientific method and material to meet an objective or solve a problem. Most of these definitions broadly define technology as the knowledge, skills, methods, and techniques used to accomplish specific practical tasks.

Educational technologies, in this sense, promise to change forever the way students learn and teachers teach. However, technology in language teaching is not new. It has been around in language teaching for decades. For example, the blackboard, as a form of technology, has been used for centuries. Tape recorders, language labs and videos have been in use since the 1960s and 1970s, and are still used in classrooms around the world (Dudeny and Hockly, 2008).

Almost every type of language teaching has had its own technologies to support it. Language teachers who followed the Grammar-translation method, in which teachers explained grammatical rules and students performed translation, relied on the blackboard in most of their teaching. In contrast, the audio-tape was the perfect medium for the Audiolingual method, which emphasized learning through oral repetition.

In the 1980s and 1990s, there has been a shift towards communicative language teaching, which emphasizes student engagement in authentic, meaningful interaction. This has led to the application of how to best integrate technology into the classroom.

In spite of the fact that the use of Information and communication Technology (ICT) by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important for the presentation of authentic materials and hopefully it will become a normal part of ELT practice in the coming years. Yet teacher training programs often ignore training in the use of ICT, and teachers are often far less skilled than their own students when it comes to using current technology.

2.0 Technology in Language Teaching

The key to successful use of technology in language teaching lies not only in hardware or software but also in our human capacity as teachers to plan, design and implement effective educational activities. This, of course, can help bring out the best that human and machines have to offer.
Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming very important. Dudene and Hocky (2008:7) relate this to many reasons, to mention just some:

- Younger learners are growing up with technology…For these learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.
- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as an access to a wealth of ready-made ELT materials.
- Technology is offered with published materials such as coursebooks and resource books for teachers.
- Learners increasingly expect language schools to integrate technology into teaching.
- Technology offers new ways for practicing language and assenting performance.
- Technology is becoming increasingly mobile. It can be used not only in the classroom, lecture hall, computer room, or self-access center, but it can be also used at home, on the way to school and in Internet café.
- Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills - speaking, listening, writing and reading.

In spite of the increasing importance of using technology in language classroom, there are negative attitudes teachers have towards technology. This can be related to a lack of confidence, a lack of facilities or a lack of training. It is also the case that teachers may not be fully in control of their work situations. In other words, teachers may want to use more technology in their teaching, but the school may not have the facilities, or they are untrained for the technology available in their school and they are instructed to use. These will be referred to in the coming sections.

3.0 Authentic materials and technology

Many EFL/ESL teachers adopt and or create authentic materials for their classrooms. Basically authentic materials include anything that is used to communicate. Richards, Platt, and Platt (1993) define authenticity as the degree to which language teaching materials have the qualities of natural speech or writing. Texts taken, for example, from newspapers or tapes of natural speech taken from radio or TV programs are called authentic materials. Therefore, media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world. Brinton (2001) also added that by bringing media into classroom, teachers can expose their students to multiple input sources and students can
enrich their language learning experience instead of becoming dependent on their teacher’s dialect or idiolect.

3.1 Authentic materials

Some of the authentic materials EFL/ESL teachers have used in their teaching are:

a) **Listening/Viewing Materials:** TV commercials, cartoons, comedy shows, movies, radio news, documentaries, rock songs, etc.

b) **Visual materials:** slides, photographs, street signs, paintings, stamps, postcard pictures, picture books, etc.

c) **Printed materials:** sports reports, TV guides, greeting cards, postcards, train, plane, and bus schedules, city maps, etc.

d) **Realia:** dolls, puppets, scissors, walkie-talkie, dishes, glasses, sand clay, balls, phones, wall clocks, etc. (Gebhard, 2009).

3.2 Kinds of Technology ELS/EFL Teachers Use

What always comes into our minds when we hear the word *technology* is the words *computer, website, satellite,* and *e-mail.* Every culture uses technology, but in a different ways. Therefore, some countries are using very advanced technology, while others still having very old technology. This can be the same for using technology in language teaching and learning. Some teachers have access to high technology such as computers, while others have access only to chalk and a blackboard.

The following Technology Continuum, (an adopted version of Gebhard, 2009), shows examples of low to high technology EFL/ESL teachers use in language teaching and learning. At the low scale is some of the most basic technology. It shows those things naturally around us that can be used as teaching tools.
Moving across the continuum, one may see items such as chalk, blackboards, paper and scissors that all experienced teachers are familiar with. Experienced teachers are also familiar with the overhead projector, slide projector, recorder, radio, and telephone. Radio, one of the most useful technologies in teaching, is sometimes overlooked by teachers, especially in teaching speaking skill. Although videos and computers are now used frequently in long-distance English education programs, radio still plays a part in more remote and less technologically advanced areas of the world. It offers advertisements, songs, drama, and talk shows. At the other end of the continuum is the high technology where digital technology has been developed at a fast rate. Computers, interactive boards and internet, for example, are being used creatively and effectively in language teaching and learning. Therefore, different researches have been carried out to investigate the effectiveness and benefits of using different technical tools in teaching and learning. (See section 4.1).

Overall, there are various types of technologies that currently are used in traditional classroom to enhance language teaching and learning: computer, class website, network-based communication (e-mail, blogs, wikis, chat programs, etc.), CD-Rom, and interactive whiteboards.

Having a computer in the classroom is an asset for any teacher. With a computer in the classroom, teachers are able to demonstrate new lesson, present new material, illustrate how to use new programs, and show new website. Research reviews, on using computers, have generally concurred that: a) the use of computers can increase students
learning in basic skill area, b) the integration of computers with traditional instruction produces higher academic in a variety of subject areas, c) students learn more quickly when learning with the aid of computers, and d) students like learning with computers and their attitudes towards learning are positively affected by computer use (Noeth and Volkov, 2004).

The class website and network-based communication applications present a wide array of environment for interaction. Class website is an easy way of creating a web page for your class to display the students' work. Teachers, then, can post homework assignments, student work, and so much more. The network-based communication applications offer the teachers with a variety of Web tools such as blogs and wikis that are currently being implemented in the classroom. Blogs allow the students to express their knowledge of the information learned in a way that they like. If you are a teacher and need to find a way to get your students eager to learn, create, inspire, and assign them a blog. Blogs also allow for students to maintain running dialogues, ideas, and assignments that also provide for student comment and reflection. Wikis are more group focused to allow multiple numbers of the group to edit a single document and create a truly collaborative and carefully edited finished product. The CD-Rom has become the most common fixture as the accompanying auxiliary material medium for language textbooks today. Interactive whiteboards usually provide touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen. This not only aids in visual learning, but it is interactive so the students can draw, write, or manipulate images on the interactive whiteboard. For more information about interactive whiteboards, see Interactive technologies in Language Teaching: Training Manual. Available at: www.itilt.eu/.

However, this is not the case in Libya. In this country, technology has not been effectively used in education system in general and in language teaching and learning in particular as we will see in the coming section.

3.3 Types of technology used in our EFL/ESL classrooms

We have seen in section 3.2 the types of technology that currently used in traditional classrooms. These technical tools are usually required for EFL/ESL classrooms. They have considerable benefits (see also section 4.1). They also enable teachers to reach students through a medium that is both effective and a part of their daily lives.

I collected information about some of these high schools specialized in teaching English, English Department at the University of Benghazi, Benghazi University
Language Center, and some of the private language centers in Benghazi area. The reason is to see how much of the technology used in traditional classrooms is used in EFL/ESL classrooms in these places.

My information about high schools and private language centers, which I consider reliable, has come from some of my graduate students who teach there. For the other places, there is no problem. I have used my own sources because I am the Director of Benghazi University Language Center and a teaching staff member at the University of Benghazi. Thus, the following figure, showing the approximate amount of technology used in these places, is reached.

From this figure, one may infer that Benghazi University Language Center seems to be the highest in using various types of technology. They use at least 90% of the types of technology used in traditional classrooms.

Each classroom is equipped with a computer, a whiteboard, an interactive whiteboard, and a data projector. In addition, there is a Self-Access Center (SAC) for students to have an access to different language learning materials outside of regular hours. These materials usually focus on integrating auditory and visual language by combining listening, reading, and writing and observing relationship between spoken
forms and written forms. There is also a future plan to connect the classrooms and the SAC facilities with Internet to provide online study tools that will motivate studying and make it more fun or individualized for students. This, in fact, helps reduce the anxiety and pressure that many students, particularly beginners, experience when listening in the second or foreign language. Authentic printed materials and realia are also available for teachers to use in their classrooms.

The reason for using different types of technology is probably due to the fact that the policymaker in this language center believes that the applications of technology do actually prove teaching and learning and it is an effective tool educators use to meet the educational needs of their learners (see section 4.1). Bajcsy (2002) also points out that technology can work to: a) help organize and provide structure for material to students, b) help students and teachers interact anytime and anywhere, c) facilitate and assist in the authentication and prioritization of Internet material, d) simulate, visualize, and interact scientific structures, processes, and models, and e) provide automated translators for multilingual populations.

The situation in the private language centers is different. It seems that they use less technology than Benghazi University Language Center and the Department of English. They use about 40% of the types of technology used in traditional classrooms.

Most of their classrooms do not have computers or interactive whiteboards. There is often little use of technology and the most common teaching tool used is the whiteboard. In fact, some of these centers have either a computer lab not connected to the internet or an interactive whiteboard only in one of their classrooms.

The English Department, the oldest and the biggest department at the University of Benghazi, has about five language labs. Two of these labs are outdated listening labs where the teachers are sitting at their carrels and listening to tapes, rarely speaking with students. In these types of programs, the role of the teacher in the listening lab is to broadcast a program to the whole class and acts as a monitor, listening in on students and correcting errors. The other labs, though they are updated, are used only for teaching listening and speaking skills. The capacity of each lab is about twenty four students for a total number of one thousand students approximately enrolled in the department. There are about seven classrooms in the department provided only with whiteboards. The figure shows that they are using about 50% of the types of technology used in traditional classrooms.

Although technology is considered as a tool to help educators meet the educational needs of all students and that will effectively enhance teaching and learning,
the only instructional tools used in our high schools, especially those specialized in teaching English language, are whiteboards. Teachers usually bring their own CD or cassette players when they teach, for example, listening or speaking skills. It seems that only 20% of the types of technology in traditional classroom are used in these schools.

This little use of technology in most of these places can, in fact, be attributed to different factors. One factor is that, in the period between the year 1969 to 2011, technology has never been part of the country general budget and the government used to invest less money on the applications and implementations of technology in education in general and in teaching and learning in particular. Because of this, Libya, in spite of being a rich country, was considered one of those countries where people are living in homes without access to Internet. The other factor is that the government did not pay any attention to the development of human recourses in this respect. In addition, the negative attitudes teachers, at different levels of the education system, have towards technology. Lack of any training programs for teachers, on at least the basic technology skills, could be another factor. Teachers are often unskilled when it comes to using current technology. Finally, lack of knowledge about the benefits of using technology and the effect it would have on our methods of teaching and learning. This is what we shall briefly see in the coming sections.

4.0 Advantages and Disadvantages of Using Authentic and Technology

Using authentic materials and technology in EFL/ESL class, as with the case of using commercial textbooks, has advantages and disadvantages.

4.1 Advantages

Brinton (2001:461) mentioned that one advantage of using authentic materials is that "they can reinforce for the students the direct relation between the language classroom and the outside world." In addition, they offer a way to contextualize language learning. This means that when teachers center their lessons on comprehending a weather report, repair manual, a menu, for examples, or anything that is used in the real world, students will focus more on the content and meaning rather than on language. Using these materials also offers students a valuable source of language input, because they can be exposed to more than just the language their teachers and their texts present.

Many studies have been conducted to show the benefits of using authentic materials and technology in EFL/ESL classroom. Brinton and Gaskill (1978:412) used news broadcasts in the EFL/ESL classroom. They concluded that the greatest advantages of using news broadcasts in classroom concerns the recycling of vocabulary items which reappear over a period of several weeks in the news. Moreover, news items provide
students with a more useful core vocabulary to enable them to participate in the type of conversations he is likely to encounter in social situations. Finally, using news broadcasts provides the student with a broader knowledge of the target culture.

Stemplestki and Tomalin (1990), in their presentation of the benefits of using video in language teaching, argue that the introduction of a moving picture component as a language teaching aid is a crucial addition to the teacher's resources. This addition can be achieved in so many ways as: a) through motivation where the combination of moving pictures and sound can present language comprehensively and realistically. It is also attractive and language is usually authentic; b) through communication where teachers noticed that using videos in class has helped students to communicate better in the target language; c) through non-verbal aspects of communication where the use of videos allow learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language; and d) through cross-cultural comparison where observing differences in cultural behavior is considered as a rich resource for communication in the language classroom and as a cultural information resource for English learners.

In addition, different case studies have been conducted by Yoko, Mills, and Kelm to investigate the advantages and effectiveness of teaching using computers and internet courses (cited in Warschauer and Meskill, 2000: 10-16).

Yako, in her undergraduate courses in Japanese language, reports that students write much more via computer than they would with pen and paper, and they also attend closely to the message they read and write since they are part of the meaningful communication. She concluded that the computer-based collaborative activities encourage a great deal of listening, speaking, and reading that are critical for students' mastery of Japanese, and they [these activities] also help her students integrate issues of language and culture.

Mills, in his study using Computer Assisted Language Learning Coordinator for the Intensive English Program at the University of Illinois, found that their pre-university students participating in these language courses have responded very positively to both the content and methods of these classes. Teachers in the program, have also felt that the use of technology has been highly advantageous, both for helping improving students' general language abilities and for assisting students learn the kind of internet-based English communication and research skills necessary for academic success.

Kelm, University of Texas, conducts courses in Spanish and Portuguese. He found that the integration of technologies into his courses allows his students to actively
engage in language use in a way that were not previously possible. In other words, the students, through this integration, can actively improve their listening, speaking, vocabulary and writing abilities.

There are many other researches and studies using technologies in second language teaching and learning which include the uses of computers in testing language learners (Brown, 1998), effective teaching with technology (Bates and Poole, 2003), language teaching and learning via e-mail (Warschauer, 1995; and St. John and Cash, 1995), and using computer learning networks (Sayers, 1993). But it is not possible to cover all of these studies in this presentation.

4.2 Disadvantages

Regardless of the proved findings by a number of researches on the positive effects that technology has on language teaching and learning, there are still some limitations or disadvantages. One disadvantage is that it takes time and effort for teachers to locate authentic materials. They may spend enormous amounts of time learning constantly-changing software programs and trying to find the best way to use these programs in the classroom. Time consuming is also due to the difficulty some teachers face in using new multimedia technology. Thus, time demands are caused not only from mastering new technology, but also from the rapid changes of the online classroom materials. Having computers in classroom, for example, is pointless if teachers do not have time to experiment and implement new practices in the class. Also, using new technologies in the language classroom needs enough investment of money for our classroom learning program expenses. Such expenses usually involve hardware, software, training program, interactive boards, data show, and a networked computer self-access center where students can drop in and use assigned software. The third disadvantage is that some students will not accept authentic materials and media as being a learning source. Students will reject, for example, TV comedy or games as a learning source because they consider them entertainment but view learning as a serious enterprise (Gebhard, 2008).

To conclude, it seems that technology undoubtedly raise the quality of language learning experience, and enhance the ability of even the best teacher to reach the students. However, to include technology in language teaching and learning, considerations should be given to our instructional goals and objectives, our teaching style and the different technical tools available. Different tools offer different advantages and should be matched to a corresponding pedagogical objectives. In addition, using multimedia technology in language classroom allows student to work individually, helps teachers to deal more effectively with a large group of students, allows students to experience real-
life and meaningful language situations and contexts, and introduces different types of audio and visual materials. Warschauer and Meskill (2000:316) mention that “the key to successful use of technology in language teaching lies not in hardware or software but in our human capacity as teachers to plan, design, and implement effective educational activity.” Although technology gives teachers options in how they can reach all the learners in the class, some teachers still have negative attitudes towards technology.

5.0 EFL/ ESL teachers' attitudes towards technology

Many teachers are sometimes afraid of new technology and have negative attitudes towards using it, but this is not the case for younger learners. Thus, most recently, the term 'Net Generation' has been clearly defined. Prensky (2000:1) states that Net Generation members are digital natives since they have spent their entire lives surrounded by and using computers, videogames, digital music player, cell phones, and all other toys and tools of the digital age. In other words, the term digital native refers to those who grow up using technology, and feel comfortable and confident with it. On the other hand, the term “digital immigrants” is also defined to refer to those who have come late to the world of technology. In many cases, especially when it comes to technology applications, teachers are the digital immigrants and the younger learners are the digital natives. Although teachers know from different research reviews that technology offers new ways of teaching and learning, and provide new ways for all involved in education, a large part of the negative attitudes they have towards technology comes from a lack of confidence, a lack of facilities, or a lack of training programs. This, of course, results in an inability of the teachers to see the benefit of using technologies in the classroom.

The following are a few of the negative comments from EFL/ESL teachers summarized from different researches (e.g. Gebhard, 2009; Dudeney and Hockly, 2008; and Brinton, 2001):

- I am forced to teach from the textbook.

Some teachers are required to follow a particular text, and they find that the administration's policy is firm. This can make teachers feel helpless in the face of being creative with materials and media.

- Let the textbook do the teaching.

Teachers say why we use computer anyway. We've got a perfectly good textbook. It saves time and teachers can learn something about teaching from following a text and studying the accompanying teaching manual. However, the use of technology in the
classroom does not replace using a coursebook – rather, technology tools are used to complement and enhance regular classroom work.

- **I don't know anything about technology.**

  This negative comment reflects a very real lack of training program in the use of technology in EFL/ESL classrooms. It also gives the impression that those teachers feel that the use of technology in ELT is a complete waste of time or they are unwilling to use technology in their classroom. However, teachers usually know how to use email, word processing and the Internet which is enough to get started with using technology in EFL/ESL classrooms.

- **My students know so much more about technology than I do.**

  This comment is often true for teachers who teach younger learners, and who may have received no training in the use of technology. However, having learners in the class who know more about technology than you do is not a bad thing. In using technology in the classroom, teachers can rely on these more technologically knowledgeable learners for help and support. They will be definitely delighted if they are called upon to help.

- **Limited experience with technology.**

  I believe that those who have made such comments are assuming that classroom media materials by definition are mechanical and commercial. Using email, word processing, and the Internet, as I said before, is enough for using technology in EFL/ESL classrooms.

- **Lack of confidence, facilities, and training.**

  Lack of confidence is an often-heard comment made by those teachers who may not be fully in control of their work situations, and also they are not able to use technology in their classroom. Teachers may want to use more technology in their teaching, but the school may have not the facilities. On the other hand, teachers may have not been provided with the training they need to use technology successfully or they may be instructed to use technology for which they feel untrained.

- **Preparing materials is time consuming.**

  The preparation of materials both for paper-based classes and for classes using technology can be time-consuming and does demand an investment of energy. But using media materials does not mean that completely new materials need to be prepared for
every class. The Internet has a wealth of ready-made materials available. You simply need to know how to find them.

In short, you will be surprised if you listen to more negative comments made by those teachers as: I don't know how to locate useful Websites, the place where I teach has no budget for media, I teach skill area such as composition and reading to advanced levels and therefore don't need to use media, and so forth. However, a large part of these negative attitudes teachers in general and EFL/ESL teachers in particular have towards technology is usually the result, as noticed from these negative comments, of a lack of confidence, facilities, and training programs. Moreover, there is no comprehensive professional program to foster a technology culture in education in general.

This concludes our discussion of how technology is becoming increasingly important in our personal lives in general and in our professional lives, as teachers of languages, in particular. It also concludes our discussion of the different types of technology used in EFL/ESL classrooms and how these types affect language teaching and learning. We turn finally, in sections 6.0 and 7.0, to draw some conclusions and suggest some recommendations.

6.0 Conclusions

Technologically speaking, we have seen that technology plays an especially essential role for language teaching and learning. Not only does it make some of the routine teaching tasks easier, but technology also allows a teacher to create learning activities that improve learners' general language abilities. We have seen that technology offers new ways of teaching and learning. It has been found to have positive effects on student attitudes towards learning and on student-centered learning. Technology also has many advantages that improve the learning of language concepts such as reading, listening, speaking, writing, and vocabulary. In addition, educational technologies help us to motivate students by bringing the outside world into the classroom and by presenting language in its more complete communicative context. Technology can also provide a lot of information and cultural input that can help students process and free the teacher from excessive explanation (see section 4.1).

Finally, although the benefits many studies show of using technology in EFL/ESL classroom, and although technology has affected our ways of teaching and learning, many teachers still have negative attitudes towards the use of technology. It is also not surprising that technology has not been widely used in education in Libya and educators are not keeping up with the current and great advances in the world of technology. The
majority don't understand the importance of technology and the role it should play in education. This can be attributed to the different factors mentioned earlier (see section 3.3).

7.0 Recommendations

A number of recommendations that are specifically derived from this study will be made here. It is hoped that these will be of value to those concerned with the implementations and applications of technology in education in general and in EFL/ESL classrooms in particular.

1. Because of the proved findings by a number of researches on the positive effects that technology has in language teaching and learning, technology should be a major part of the educational environment.

2. One of the negative attitudes EFL/ESL teachers have is the result of a lack of facilities. Accessibility is another key to the successful integration of technology into classroom teaching. For example, teachers need access to both hardware and software. Therefore, policymakers and administrators should invest money on providing facilities and technological tools required by teachers to enhance language teaching and learning.

3. There are various types of technologies that are used in traditional classroom to enhance language teaching and learning, but the most important ones are: a computer, an interactive whiteboard, a data projector, and a whiteboard. Hence, administrators should provide language classrooms with such required technologies.

4. One of the other negative comments EFL/ESL teachers make is: My students know so much more about technology than I do. This means that they lack the knowledge and technology skills to incorporate technology into their own teaching. Therefore, they are required to have pre-service training programs on the basic technology skills and how to integrate technology into their teaching and learning environment.

5. EFL/ESL teachers hold the key to successful integration of technology into their classrooms because they control its use and create opportunities for their students to use technology as a tool. But many of them have not been provided the training they need to use technology successfully. Technology training is crucial. Without training, without knowing how to use the technological tools available to them, they may have difficulty being motivated of confident using technology in their classroom environment. Therefore, policymakers in education, either public or
private, should invest money in pre-service or in-service training programs for these teachers to be able to use technology and how technological tools can be used to bridge the gap between student interest and teacher knowledge.

6. Comprehensive professional courses, based on vision and plan, should be on the curriculum at high schools and language departments at universities. First, to foster a technology culture in the education system in general. Then, to know how technology can be used in EFL/ESL classroom in particular.

7. Although the substantial number of researches on the rational and techniques for the use of language labs and how the audio-tape was the perfect medium for the audio-lingual method, especially during the 1960s and 1970s, many second and foreign language teachers were disenchanted with the use of language labs. These negative attitudes were due mainly to poorly produced commercial tapes and insufficient effort to make structural drills meaningful. Moreover, it is not surprising that language labs, nowadays, are costly and impractical for the increasing number of language learners. They only accommodate a small number of students and need a timetable that will fix a certain time for each language teacher to use it. Therefore, it is more practical, sufficient, and costs less if our EFL/ESL classroom turned into a multi-media class provided with a computer, whiteboard, data projector, and interactive whiteboard.

8. We should as EFL/ESL teachers dream about the classroom of tomorrow as, at least, described by Ray Farley. He said that when you enter the classroom of tomorrow, you will see and feel an energy and excitement that parallels the world around us. Students will have limitless resources throughout the world. There will be 6 to 12 computers in the room, conference tables, and work area equipped with laptops, a telephone, and CD-ROMs to replace books. The activities the students are engaged in will look very different from those that may have taken place in the classroom we attended in the past. Learning takes place 24 hours a day and students direct their own learning when and where they need to learn. There is longer a single evaluator of student performance in a classroom – the world becomes the classroom (cited in Kent and McNerney, 1999: 52).

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