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Computer based Strategies In teaching English difficulties and solutions,

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Sha'aban

1443.A.H

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّا فَتَحْنَا لَكَ فَتْحًا مُّبِينًا (١) لِيَغْفِرَ لَكَ اللَّهُ مَا تَقَدَّمَ مِنْ ذَنْبِكَ وَمَا تَأَخَّرَ وَيَمِمْ
نِعْمَتَهُ عَلَيْكَ وَيَهْدِيكَ صِرَاطًا مُسْتَقِيمًا (٢) وَيَنْصُرَكَ اللَّهُ نَصْرًا عَزِيمًا (٣)

Verily We have granted thee a manifest Victory(1) That Allah may forgive
thee thy faults of the past and those to follow; fulfil His favour to thee; and
guide thee on the Straight Way(2) And that Allah may help thee with
powerful help(3)

صَدَقَ اللَّهُ الْعَظِيمُ

Dedication

To my grandmother soul and my parents... my teachers and mentors... Thank you so much for being with me in every moment of my educational and scientific career.

With all My respect

Acknowledgments

I would want to convey my heart felt gratitude to my supervisor who provide me with the incredible opportunity to do this research, my heart felt and admiration also go out to the head of the English department, Encouragement, aid, and patience have always been necessary in exchange for excellent advise.

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Abstract

The computer was used since the seventeenth decade, and it was developed later for educational purposes that contributed to eliminating many of the negative aspects of student learning and developed their information and thinking using the computer.

computer has it on uses in many fields including education using computer in education means..height efficiency in performance which provides Higher education using modern scientific methods Unlike the old education, it has many advantages, including..efforts“ time “ and costs were taken into account and the field of language teaching and learning is one of them. The computer is utilized in linguistic activity with various faces, which can be described in three primary images. There are three types of linguistic use: general, specific, and specialized. The purpose of this study is to emphasize the advantages and applications of computers in English language instruction. It also tries to enhance awareness of the advantages and disadvantages of computer technology.

Chapter One

INTRODUCTION

Machine-assisted Computer Assisted Language Learning (CALL) has been used in language teaching and learning since the seventh century, and it involves the teaching of language elements and abilities in various methods, as well as the production, delivery, and assessment of language assessments. In language instruction, computers are used in a variety of ways; some examples are provided below.:-

Word processing software allows English language learners to write and rectify their mistakes and Text presentations with explanations, group discussions, and training (for example, Program Policy Point). Also Using the Internet for a variety of purposes, such as finding information, obtaining copies of other articles, and searching for dictionaries and links to other websites. Machine or computer-assisted translations on the internet or via personal computer-assisted software Text-based reading programs: in these programs , Several technologies have been used that include.:

1. Optical Character Recognition (OCR), which converts based texts into digital content.
2. Voice or speech synthesis, as well as a speech synthesis system, for converting digital text to speech.

Also Oral text recognition is based on speech recognition technology and uses artificial intelligence (AI) And relies on :-

1. Voice recognition technology
2. The output of spoken commands
3. Interpretation in situations like oral examinations.

Using a Computer to Conduct Language Research Computers are employed in a variety of ways in purely linguistic or psychological language studies. It's possible that it's the most important area of linguistics research. In recent decades, the computer has played a crucial role in the advancement of linguistic study on numerous levels and in a variety of disciplines. (Benz , 1983)

Database software applications (Database Management and Access): Error classification, which entails using a database to discover errors based on their forms, grades, learner level, histories, and talents, is another source for language study. Databases, in addition to their lexical advantages, have a wide range of uses in linguistic research. Computational linguistics (Benz, 1983) is a discipline of linguistics that employs computers to examine languages. Some blogs are good examples of database use.

Chapter two

2.1 definitions

Sook .H. Kang and el at (1995) write, “Any attempt to treat vocabulary learning as learning of isolated facts certainly will not promote real vocabulary knowledge.” Students need to learn vocabulary in context and with visual clues to help them understand. Computers can provide this rich, contextual environment. The computer also allows students to become active learners in a one-on-one environment. Computers can incorporate various learning strategies as well as accommodate a variety of learning style(Kang&Dennis,1995 , 25)

Kassabgy established that Egyptian adult EFL learners demonstrated positive attitudes towards English, along with instrumental motivation to learn the foreign language with the major objective of emigrating to the West. These results were a direct reflection of the socio-economic conditions of Egypt at that time. Today, two decades later, In spite of the fact that the emigration motive is far less pertinent, increasing numbers of adults still enroll in EFL programs. We look to motivational factors that will explain this phenomenon, but the motives of Egyptian adults EFL learners have become more complex. EFL motivation cannot be viewed simply as the instrumental drive to emigrate in order to lead a better life abroad, and the ability to communicate fluently in English brings with it promises of a better life within Egypt. English ability is associated with educational achievement, which in turn determines social status. Prestigious professions require a certain level of proficiency in English, and career advancement in Egypt in many fields is affected by the ability to communicate fluently in English.(Kassabgy, 1976,2)

Richard Schmidt (1996) write the use of particular strategies tied in a complex way to levels of motivation, kinds of motivation, nature of the language being learned, amount of cultural and linguistic stimulation available, and classroom instructional design. (Schmidt,1996, 2)

Computer-assisted language learning (CALL) is broadly defined as the search for and study of applications of the computer in language teaching and learning'. (Levy, 1997: 1) Although the name is a fairly new one, the study of CALL is undoubtedly one of the fast developing research areas in language acquisition. This is, to a large degree, a reflection of the development of computer technology and its expanding application in language learning contexts. However, the effectiveness of CALL applications has also been questioned. This skepticism mostly concerns how to make appropriate use of the computer technology in language learning and how to integrate CALL materials into different learning contexts such as instructed classes, self-access centers and distance learning. (Levy, 1997: 4)

A computer-assisted second language research (CASLR) task is defined as one in which learners are expected to work on the target language interactively with a computer programmer or with other people through the medium of the computer. Such tasks may appear to the learners to be a regular part of instruction or testing, or they may be explicitly introduced to learners as research tasks'. (Chapelle, 2001: 132)

Zhao observe impact of computer technology on teaching methods and learning strategies and what are the appropriate methods to design CALL programmers. Accordingly, this literature review does not attempt to provide complete or even-handed coverage of SLA. Rather, it tries to argue more narrowly for particular theories on which the present study of computer-assisted language learning activities is based. The relevant SLA theories which will be discussed in the following sections are interactive language learning theories and learning strategies, and language learning motivation and attitude (Zhao, 2006, 24).

Technology is becoming more and more a part of classroom instruction and teachers are encouraged to use technology for their lessons .Technology in education has the potential for improving teaching and learning. If the current technology is appropriately designed for instruction, Earle believes, there is the Potential to produce positive outcomes, social interactions, changes in teaching styles, more effective teaching, increased student motivation, and enhanced student learning. Speaker reports that most students feel their learning are improved by integrating technology into their learning. Therefore, educational technologies, specifically computer and the Internet technologies, have inevitably become powerful in the classroom as they change the way we teach and learn As technology makes learning more interesting, enjoyable and interactive, kids today love learning by doing, discovering, and interacting. (Baytak el at ,2011 , 2)

Wen .C. Lin and el at (2011) performed a study to investigate whether Wiki technology would improve learners' writing skills. Learners were invited to join a Wiki page where they would write passages and then read and answer the passages of their fellow classmates.

Learners indicated that the immediate feedback they received was a benefit of using this kind of technology. Another finding was that learners learned vocabulary, spelling, and sentence structure by reading the work of their classmate (Lin & Yang, 2011, 2)

To add, Dearstyne (2011) indicated that smart phone applications can spark creativity as they appeal to the next generation. Moreover, WhatsApp can be useful for communicating. It is a community building tool for students who might be physically isolated for some other reason. In addition, Yancey (2009) suggested that the study of writing needs to be restored in three steps. First, teachers should use newer technologies to increase writing skills. The second step is to design a new model for a writing curriculum. The last step includes creating new models for teaching that allow the students to communicate using all available technologies both inside and outside the traditional classroom. This is the spirit of teaching development either in writing or other language skills. (Alsaleem, 2014, 37)

.2.2 Uses Of Computer Based Strategies

Computer Based Education, is not merely a fixed system of hardware, software, and course ware, but an entire educational environment which is characterized by specific applications of the educational and computer technologies which aid in the learning process. It is a complete system which offers an extensive array of learning alternatives not possible through conventional teaching strategies and materials. (Caldwell, 2010, p.142).

Computers can be used to implement a very diverse range of approaches to electronic learning. The complexity of the systems that can be employed for pedagogic purposes varies enormously from one application to another. Some of the most important types of pedagogic computer configuration that are in current use are illustrated schematically in Fig.

1 (Barker, 1992, p.230)

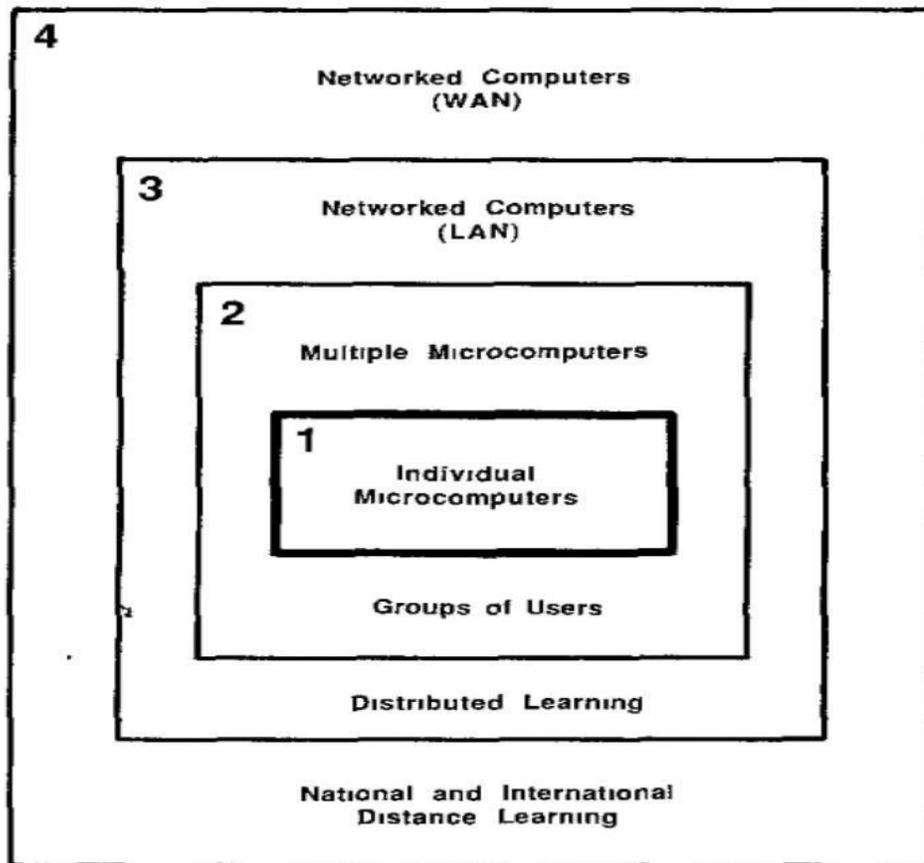


Figure 1 : level of CAL/CBT involenment

Attractive features of CAL and CBT

1. They are based upon electronic information; pedagogic resources are therefore easy to disseminate, deliver and update
- 2.They are flexible in both approach and application and so are ideal for use with open and distance learning
3. They are able to facilitate both individualized and group study approaches
- . 4.They can be used to teach subjects that could not easily. Be taught by other means.
- .5. Automatic record keeping and assessment can be used.
- 6.They can be used to facilitate a shift from teacher-centered .
- 7.To learner centered pedagogy.
8. It is easy to implement learner control.
9. Students like using interactive computer systems.
10. Computer-based multimedia learning is effective.
11. More pedagogic resources are becoming available to support these modes of learning and training

The use of computers in teaching is believed to improve outcomes and motivation of learners. Improved learning outcomes and motivation of

Learners are direct indicators of effectiveness and efficiency of learning. However, computer-based learning also has some drawbacks. **Some weaknesses of computer- based learning, namely (Kadaruddin,2017 , p.50)**

1. It is effective if used by one person or a small group. This weakness has been overcome because of the easy procurement of computers these days.
2. If the physical appearance of learning content is not well designed or simply a display like the traditional text books. Learning through computer media will not be able to increase the motivation of learners (learners get bored)
3. Educators who do not understand the application cannot design a computer program through the medium of a computer. Then, they must cooperate with computer experts and camera

2.3 advantage of Computer Based Strategies

Computer-based learning has several advantages. The following can be mentioned as some of the advantages and benefits of computer-based learning,(Kadaruddin,2017 , p.50)

- 1.It provides opportunities for learners to solve problems Individually
2. It allows the learner and the teacher to create compelling presentations with animation
- .3 It provides numerous and varied learning content choices
4. It can raise the motivation of learners in learning
- 5 .It is capable of activating and stimulating methods of teaching well
6. It promotes the development of students' understanding of the material presented.
7. It stimulates students to learn with passion as the available materials are easily understood by learn
8. Learners will have a concrete experience and the retention of learners will be increased.
9. It give direct feedback.
10. Learners can determine their own pace of learning.
11. Learners can do a self-evaluation.

Other advantages of computer-based learning include

1. It can accommodate slow learners because it can create an effective learning climate in a much more personal
2. It can stimulate learners to do the exercises because of the availability of animatedand attractive graphics, color and music
3. learner is free to adjust the speed and the level based on his/her ability.

2.4 strategies and their relationship to classroom interaction

Applying the computer technology to listening classes According to the technology available, listening tasks can be accompanied with or without a visual channel. When doing a listening and viewing task, the student can watch a video, see pictures relevant to the topic, or be located in an invented computer environment with computer images. In recent years, there has been an increasing focus on examining the complementary nature of the visual and auditory.

There are two common ways to implement listening tasks in a CALL context. One is student self-access practice, in which students choose when, where and what to practice. Normally, after listening to a task, students will complete the exercise by typing in answers. The computer will give immediate feedback on their answers. The other is a lecture with the assistance of computers (Carla, 2000).

Another way of applying computer technology in listening is the lecture with the assistance of computers. Carla suggests a revised approach of EFL (English as a foreign language) listening curriculum with recording of 'short-story renditions, interaction through discussions and collaborative tasks among students.

Compared to the traditional language classroom, the multimedia classroom extended teachers' choice of material resources from textbooks and tape recordings to CD and videos. As a part of every lesson, CALL material was adapted to the needs of the overall curriculum. The students acknowledged that visual material such as video helped their listening comprehension. With pictures, I can understand better. For example, if I don't understand this word, the picture will tell me what it is.

Although video material was interesting and easier to understand, but I think the best way is only listening (without viewing pictures) because I could be completely concentrate do listening

Whenever the interaction between teachers and computers in the classroom is the manager-facilitator. Computers help teachers to carry out educational activities.

(Zhao, 2006, p.162)

The interactive relationships among students, teachers and computers are shown graphically in figure (2)



Figure 2 :Interactive relationships in an instructed CALL listening class

Although there were several factors which affected teacher choice of the course material, such as availability, authenticity, being up to date and liveliness, what concerned her most was whether the material was relevant to the foci and aims of the syllabuses

2.5 Difficulties of using computer based strategies in teaching languages.

Applying the computer technology in English class is so complicated and important that we don't ignore it, but nowadays using CAI strategies is still not pervasive. Several difficulties and challenges need to be solved;

▪ Teachers' Teaching Beliefs And Styles

Teachers' attitude and beliefs play an important part. Whether teachers decide to apply computer technology depends on their beliefs. Based on their beliefs that technology can enrich the current curriculum, the teachers can make every effort to integrate computer technology into English class. If teachers would like to make teaching methods creative, innovative and lively then teachers' teaching techniques would be designed, planned, innovated, and evaluated. So the teachers' attitude and beliefs influence teaching and learning effect of the students (Fang, 1996).

▪ Teachers' Computer Competence

Teachers' computer competences affect teaching effects. In the course of the process of teaching, teachers act as facilitators, designers, guides and assistants (Warschauer, 1998). So teachers' technology competence should be enhanced. If the teachers are lack of competence, such as computer multimedia contents presented, systematic teaching models applied, and multimedia sources utilized, it is impossible for the teachers to integrate technology into teaching efficiently (Wei, 2005).

▪ Students' Computer Competence

The teacher always found that a lot of information students collected was copied, and posted. Some were not arranged; some were finished by others. Still other information was plentiful but useless because they seemed to have no abilities of organization, data collection, and operation of computer. To raise learning effect, enhancing students' computer competence was urgent (Chien)

2.6 How to overcome these challenges and difficulties

▪ Computer Facilities and Administrators

Emphasis Adequate computer facilities can facilitate teachers to use computer techniques and increase the opportunities of teachers' applying technology to teaching. Besides, school administrators' support, the government subsidy, and professors' help are indispensable to carry out the innovative, creative technology teaching.

▪ Build up Teachers' Concept and Teaching Beliefs

To catch up the trend of modern technology and meet social need, teachers should adjust their pace to hold enthusiastic, continuous learning attitude. To face the challenges and difficulties of technology in education, teachers should take advantage of multiple multimedia instructions, and increase communicative activities to enhance effect of teaching and learning. As long as teachers are willing to attempt to do it they will gain a lot of appropriate strategies of technology teaching. Teachers' patience and perseverance are necessary; through such perseverance they can be able to elicit students' potential ability in this computer instructional method.

▪ Improve Teachers' and Students' Computer Competence:-

When technology is applied to classroom instruction, teachers have to be familiar with the operation of the computer. Teachers with the same abilities and interests gather together for teacher-development groups to design curriculum, arrange teaching materials, and discuss related problems then share their experiences to reach their expectations and goals. So teachers should have abilities of using computers . In order to push technology teaching, students should be also familiar with the skills of using computers, such as basic computer literacy, data processing, English and Chinese input, and the use of software

▪ **Reduce Teachers' Workload:-**

To reduce teachers' burden and to enhance the effects of teaching, teachers should train students as group leaders to aid them in their courses. In addition, teachers should have contact with the computer 140 *The Journal of Human Resource and Adult Learning* Vol. 4, Num. 2, December 2008 programmer close and then teachers with programmer and group leaders could maintain the operation and management of computer together such as e-learning campus, bulletin and discussion board, on-line test, and chat room (Wang, 2000)

▪ **Do Self Evaluation:-**

Gay & Airassian (2000) emphasized when the teacher adopted an innovative technology teaching, the teacher should have reflective thinking, and see whether the strategy was helpful to students and whether the new method in teaching was much better to students.

Teachers had to do continuously based on the result, and then they could make some improvement (Lin, 2000). Teachers needed to be facilitators, organizers and evaluators; they could control the pace of teaching activities (Warschauer & Healey, 1998).

In the age of integrating technology into teaching, the teachers' task is both difficult and challengeable, so teachers must take participate in related seminars, conferences activities and practical lessons to seek for professional members to solve difficult problems. Regular evaluations, strategies revised at any time are necessary for teachers to find the most appropriate and efficient methods to help students reach the best learning outcome.

Chapter three

Conclusion

The purpose of this study was to outline the advantages of using computers in English language training. The awareness of the benefits of computer technology in educating instruction has various implications for both teachers and students. Teachers should receive sufficient training in how to use computers effectively to teach language skills. To successfully teach English Language, teachers need receive computer training stages. Teachers should voluntarily participate in these phases since it will boost their confidence in using computers in the classroom. Teachers should be given with enough computers, adequate time, and technical support to improve the quality of their language instruction. Teachers should understand that it is their role to assist their students in their learning process by simplifying it rather than providing them with everything they require when utilizing their own computers. English classes, the use of computers improves the teaching environment for teachers and the learning process for students. To summarize, computers can only be effective in language classes if the teacher first asks, "What do I want my pupils to learn today, and how can they learn it best?" In most circumstances, the computer will not be the best or most pleasurable way for the kids to do the task, but there will be times when it is the best and most enjoyable way for them to complete the task.

Recommendations

The researcher recommends the following topics to be studied later:

1. The Impact of computer-based strategies on the students' achievement in English language learning.
- 2-Students were affected by computer-based education and its multiple uses negatively and positively, and how is there an optimal way to use the computer in a positive way in the future to develop their language knowledge
3. The advantages and disadvantages of education and the extent of its development using computers over the ages.

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