



## THE ROLE OF EDUCATIONAL TECHNOLOGY IN TEACHING ENGLISH IN THE ENGLISH LANGUAGE CLASSROOMS

**Dr. PARUPALLI SRINIVAS RAO**

Lecturer in English, English Language Centre, King Faisal University,  
Al-Hasa, Kingdom of Saudi Arabia

<https://doi.org/10.33329/elt.76.1>



Dr. PARUPALLI SRINIVAS RAO

Article Received: 10-11-2019  
Reviewed & Revised: 22-12-2019  
Accepted: 29-12-2019  
Article published online: 30-12-2019

### ABSTRACT

Modern technology has witnessed for the numerous changes in the whole world and these changes have developed the standard of living and comforts of human beings. Since the introduction of technology into various fields, the whole world has become a global village and people can perform all the activities very efficiently in a fraction of second. It is true that the field of education has also benefitted more with the introduction of the latest technological innovations into education. In the present generation, there is a drastic change in attitudes and learning styles of the modern learners. In learning a language such as English, they are not accepting the traditional methods and approaches of language teaching. But they are very much interested in the latest techniques, methods and approaches of the English language teaching (ELT). We can also observe the same situation in teaching of English to the second or foreign language learners. So, some modern teachers of English have understood the situation at the right time and they have been adopting new technologies in their teaching in addition to the implementation of the latest techniques, methods and approaches. In order to make the learning of English interesting and exciting for the learners, the teachers should always try to adopt the innovative technologies and aware of the modern trends in ELT. This paper throws a light on the role of educational technology to improve the learning strategies of the English language learners. It also brings out the advantages of the new technology for the teachers of English in order to motivate all the learners towards achieving their goals.

**Key words:** classrooms; educational technology; ELT; English language learners; English teachers; techniques, methods and approaches.

### Introduction

Technology in the twenty-first century has resulted in many changes in almost all the fields and the field of education has no exception from it. Technology has brought a new dimension to the field of education. In this digital era, there is no scope for chalk and blackboard and they have been replaced by digital or smart or interactive white boards so that the burden of the teacher has been reduced and the concentration of the learners has been increased. As a result, there is a positive attitude among the learners in leaning the content and the teachers are able to motivate them in a positive way using the available technologies in the classroom such as computers, laptops, OHPs, mobile phones, tablets and so on by connecting them to the internet and do their teaching in a novel way. Furthermore, the teachers are using digital texts and authentic materials in their classrooms to create interest among the learners towards the teaching point. Moreover, the learners are



also allowed to use their mobile devices in their classrooms to work on the given task either on their own or sometimes in groups and pairs so that they share their knowledge with the members of the remaining group or groups. In this context, Rao, P. S. (2019) says, "The teachers are also welcoming the learners to bring their mobile devices into the classrooms to learn the things on their own, try to solve their own problems, learn more new things, do assignments and homework at their leisure time and continue their learning in and outside of their classrooms that make their learning a productive one". With the abundant use of technology in the classroom, the teachers motivate their learners in a positive way towards learning and they are also succeeding in bringing the complete attention of the learners on the teaching point. Even the learners feel happy while learning by using the mobile devices in the classroom and do the work systematically and efficiently on their own or with the help of the members of their peers. Let us discuss the advantages of using educational technology in the classroom.



Fig.: The main Advantages of Technology in Education

### The Main Advantages of Educational Technology in the Classroom

Educational technology has brought spectacular changes in the teaching and learning environment. Using technology in the classroom is an added advantage for both teachers and learners. When the teachers adopt new techniques in their classrooms, the learners will automatically concentrate more on the lesson. When the teaching is followed by PowerPoint presentations and animations with audio-visual graphics, the learners will be always active and engaged towards the teaching point. The new technology involves the learners more on their learning so that their concentration increases automatically. Moreover, it helps them learn the content in a learner-friendly way. Therefore, technology is very useful in engaging the learners towards the subject taught in the classroom. Another advantage of technology is that it creates active learners. Since the old and traditional methods and approaches such as lecture method and teacher-centred approach make the learners inactive and they feel boredom in the classroom, the latest technology gives the advantage of active participation of the learners since the teachers use several technological gadgets in the classroom. As

**International Journal of ELT, Linguistics and Comparative Literature***(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

the normal textbooks are filled with uninteresting topics, most of the learners do not pay more attention on the subject and finally they form a negative opinion towards learning. To overcome this problem, the teachers should always engage the learners with the available latest technology and always encourage them to participate in teaching and learning activities. At this juncture, a proper motivation of the teachers plays a vital role in active participation and it leads to active learning. So, the teachers should always try to make use of the available technology in the classroom in order to create interest among the learners. As the teaching material is apt to the content and creates more interest towards the subject, the learners really form a positive attitude towards learning and they actively participate in the classroom activities. Therefore, technology is more helpful in creating active learners.

In the digital era, the learners have become independent and they are able to find answers even for the most difficult questions just by browsing the internet. These self-learners have more time to learn not only the content taught in the classroom, they can also learn more information about the concept and improve their learning skills. Since the learners do most of the tasks in groups, they have freedom to express their thoughts and ideas with their co-learners of the group. They also discuss various topics with their peers and also learn about life and real world. Since they have to solve the problems on their own, it leads them to face the problems that they are going to face in the real world. As they gain knowledge of solving the problems systematically, there is no doubt that they will automatically resolve the problems that they face in their real life. Sometimes, they also check the internet to find solutions for the problems that they face in their life and try to resolve them in an intelligent way. So, the learners who participate in groups in solving the problems in the classroom will certainly become experts in solving their own problems. Therefore, technology is more helpful for the learners to prepare them for the real world which is a very challenging one.

Since technology is useful in many ways for the learners to enhance their learning skills, it also encourages them to prepare for the future. Since the learners use technology systematically to resolve their problems, they learn the techniques of solving their problems in their life. Skills such as critical thinking, creativity, problem-solving and collaboration are very much needed for the individuals to succeed in their deeds in their workplaces. Moreover, the learners also develop and hone these important life skills by being tech savvy. Technology also develops critical thinking skills that are the topmost qualities or skills that the learners should have. Students must have mental prowess to think about the project or task on hand and come up with the ideal solution to finish it. Working creatively and effectively in performing the given classroom tasks will enable the learners to develop the work culture of hard working. It is sure that success in one's life comes through critical thinking and one ought to have a suitable and successful key to open the lock of challenges. Technology is also useful in inculcating responsibilities as the teachers always remind the learners to be accurate and frank while performing the given tasks. It leads them to be loyal and obedient in their lifetime and they become good citizens of life. When teachers put the level of accountability on the learners, they will not only be responsible for the ways they use technology, but also be fully aware of the reinforcing consequences. Another advantage that the learners get from technology is that the learners will quickly adapt to future technologies sooner or later whenever technology changes. It is a fact that new technology prepares students for the real world, whether it is for a future job or saving or investing the money they will make from their jobs. Technology also instils career learning. The habit of the learners' exploratory learning develops when the learners seek more information, ask more questions, finds facts and answers. Career learners continuously get new information and the various ways to improve themselves and it ultimately leads them to acquire skills which they can really use throughout their professional as well as personal lives.

**International Journal of ELT, Linguistics and Comparative Literature***(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

Using technology in the classroom is more useful not only for teachers but also for learners in developing skills that are more indispensable for the twenty-first century. The learners will gain the skills that they need to be successful in the future. Since modern learning is about critical thinking, solving complex problems, collaborating with others, improving motivation and productivity and developing various forms of leadership and communication skills, technology is more useful in developing many practical skills such as writing emails, maintaining proper online etiquette, learning to differentiate reliable from unreliable sources on the internet and creating presentations. These are the most important skills that the teachers can develop in their classrooms. A study on the use of technology in the classroom was conducted by CompTIA discloses that nine out of ten students are positive for using technology in the classroom. They further say that technology will be more useful to prepare them for their bright and digital future. In this connection, the teachers should take more responsibility in setting them up for great success by teaching them some useful skills for their future. Therefore, the teachers should always encourage their learners to make use of the available technology recurrently in and outside the classroom to prepare them for the future.

With abundant online resources, technology assists the teachers to improve their teaching. It is always a challenging task for the teachers to keep the attention of their learners on the subject in their regular classrooms. As most of the learners' minds tend to wander even if the topic is interesting, the role of the teachers will become more crucial to bring their attention towards the classroom. At this juncture, the teachers should apply new strategies which promote more personal involvement, more individual concentration and more interaction and also use the state-of-the-art-technology in their classrooms to make the learners much more active learners. An organisation called Gallup conducted a survey in 2013 on the State of America's Schools and according to the survey report, "55 per cent of K-12 students are considered 'engaged' in the learning process while 28 per cent are 'not engaged' and 17 per cent are 'actively disengaged'." The report further says, "Having nearly half of the students in the classroom disengaged can affect the entire class, even the entire school. Uninterested or disruptive students have an impact on everyone's classroom experience". Teachers can certainly help their learners learn at their own pace by utilising the available technology efficaciously in their classrooms. Moreover, the teachers can also track the progress of their learners more closely and help the learners who are more struggling while allowing the other learners to forge ahead with their lessons. To keep the learners more engaged on their learning, the teachers should use different educational apps or trusted online resources to enhance the modern ways of teaching and to keep the learners more engaged on the learning content. The teachers save a lot of time by online assignments, virtual lesson plans and grading software. They can utilise this valuable time to work with the struggling learners. It is a fact that having virtual learning environment in the educational institutions will certainly enhance collaboration and knowledge sharing among the teaching fraternity.

Technology is more useful in making successful teachers. In fact, successful teachers are those who have high level intrapersonal as well as interpersonal skills and they have the real capacity to meet the children wherever they are at, and to genuinely hear what they say. Moreover, a successful teacher should have a thorough understanding of the material that is taught and his modesty, beloved personality and their rapport and communication with their learners and their respect for them. Moreover, the successful teachers are active listeners and they can easily understand the learners' problems, identify their needs, assess their understanding and defuse brewing conflicts. Also, most of the successful teachers tell stories so that the learners are more engaged with the topic taught. As a result, the learners concentrate more and learn the subject in a joyful milieu. With the advent of technology in education, the burden of teachers has been reduced and the role of teachers also has been reduced from instructor to the level of facilitator and informer.



According to Minocha, Schroeder and Schneider (2011), "Technology has greatly transformed the dynamics of teaching and learning. It is restructuring education, teaching and learning, in ways that impact everything. It has not only changed the process of education, it has also affected the teacher-taught relationship and the value system governing these relations". Many surveys also found that most of the teachers are in favour of introducing technology in the classrooms and they further say that technology is a very useful and powerful educational tool. In the Survey conducted by the Pew Internet Project, a division of the Pew Research Center that focuses on technology-related research, which was done in conjunction with the College Board and the National Writing Project, surveyed nearly 75 per cent of 2,462 teachers unveils their report, "The Internet and search engines had a 'mostly positive' impact on student research skills. They further said that such tools had made students more self-sufficient researchers". But only one disadvantage with digital technologies is that they were creating "an easily distracted generation with short attention spans". There is no doubt that many students have been conditioned by the Internet to find answers quickly and comfortably without thinking for the answers. Therefore, the parents should not allow their children unfettered access to mobile phones, video games, iPads and television so that they will apply their own thinking and develop critical thinking and reasoning skills. On contrary, the Common Sense survey focused mainly on how teachers observed the impact of entertainment media on a range of classroom skills. According to the report of the Common Sense survey, a majority of teachers are supporting technology and they also observed the attention spans wane and said that students were improving in some subjects like science, mathematics and reading.

### **The Use of Technology in English Classrooms**

Several different challenges in our contemporary world have been overcome by the rapidly advancing age of technology. Since technology has become a major part in the present world, the learners can have more support and independence to completely engage the material. Because of the increased efficiency with lower costs, most of the learners are choosing to learn English online. With the new innovations in educational technology, it is estimated that 22 million students are benefiting from the online distance learning industry that is worth around \$70 billion. Technology and English go hand in hand. The use of the cutting-edge technology available in the classroom has now become the perfect complement to mastering or gaining command of the English language. The English courses accompanied by technological support are the most attractive and effective to the modern learners those who want to achieve success in their learning.

In the modern education, almost all the educational institutions have been using the latest technology in their teaching and they also give proper training to their teaching in utilising the available resources to motivate their learners towards their learning. In this connection, all the modern classrooms are equipped with the latest technologies such as interactive white boards, digital boards, smart boards, LCD screens, computers, laptops, overhead projectors, scanners, mobile devices, 3D printing, e-books, tablets and so on. These are connected to the internet so that the teachers can present their lessons to the learners with more interesting materials that include PowerPoint presentations, images, video clippings, animations. As a result, the concentration of the learners on the learning topic will be increased and learning will be done in a congenial environment in the classroom. According to the survey report conducted by the Pew Research Center, "92% of teachers are in favour of the use of the internet. They further say that the internet has a major impact on their ability to access content, resources and materials". As the learners are allowed to use the mobile devices in the classroom, they will be learning the things independently with a minor help from their teachers. It results the learners' autonomy in learning the topics on their own. When the teachers make students into groups to learn the new topics or to solve some tasks, the learners, first of all, try to find out the solutions for the given tasks and later discuss with the members of the remaining group. They also share their

**International Journal of ELT, Linguistics and Comparative Literature***(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

ideas among the members of the group and get more knowledge on the topic. Furthermore, it is a boon for the average learners or those who always feel shy to speak in the classroom. Another advantage that the learners get from technology is that they can do their homework assignments and also send them to their teachers online. Likewise, the learners can learn new vocabulary and grammatical structure by using online language games and also sharpen their brains. These language games are useful for all levels of learners, especially, for the learners who are lagging behind in the subject. Since these language games provide the learners more fun and entertainment, the learning is done in a joyful environment and the learners may not feel bored. Also, there are many free downloaded English language learning apps that are available on the internet and many language learners are downloading them in their mobile devices and using them to develop their English language skills. Therefore, it is appropriate to quote Rao, P. S. (2019) who states, "Mobile learning has paved a new path to mobility of technology, mobility of learning and mobility of learner".

In the modern days, traditional education is not so efficient anymore and if it is implemented in the classrooms, the English language teachers have to motivate their learners more than ever while presenting any kind of teaching material. Furthermore, books are occupying the back seats and with the advent of the modern technology, teaching in the English classrooms can be more participant and much richer than before. Equipped with the latest technology, the teachers of English are able to teach the learners with numerous activities and exercises for all lessons and levels so that the learners are involved in the activities with higher motivation and do the given tasks with utmost care and concentration. As a result of educational technology, the English language learners will become more active in the classroom and they participate in the classroom activities with self-motivation and involvement. With the advent of technology, there is no need for learning to be restricted to the bricks and mortar of the classroom, but learning can take place whenever and wherever the learners want. Therefore, the learners have plenty of opportunities to learn English in and outside the classroom. Let us discuss briefly about the available new technologies that are useful in improving the learners' English.

The teachers of English abundantly use the latest technology in the classroom in order to grab the attention of all the learners. So the teachers of English mostly use PowerPoint presentations that are designed with more pictures and video clippings. Furthermore, the interactive whiteboards are useful to teach the learners to interact with the learning materials and to integrate various leaning styles into one experience with enhanced lessons and to display various media types. While using the interactive boards, the learners can remember the content for a long time and the learners are more engaged in the classroom. Also, the teachers can capture and save notes written on the whiteboard to the PC that has been connected. The teachers can also capture notes written on a graphics tablet connected to the whiteboard. The brief instructional blocks are recorded for review by the learners so that the learners can see the original presentation which happened in their classrooms the input of the audio of their teachers and it is more useful for the learners to transform learning and instruction. In this technological epoch, most of the companies and projects are mainly focusing on developing supplementary teaching materials specially designed for interactive boards. As technology has been extensively used in all the educational institutions, the teachers of English can see interactive white boards in most of the technology adopted educational institutions in the contemporary world.

The teachers of English use technology not only to help but also to improve the learners' learning of the English language. The latest technology enables the English language teachers to adapt classroom activities so that it enhances the learning process of the English language. In fact, the internet makes the teachers of English easier to prepare lessons and it also makes them quicker in a matter of the interaction of the learners. In this connection, Rao, P. S. (2018) states, "Through internet, teachers and students can update themselves with the latest knowledge and use internet to collect information and prepare study material often. Thus

**International Journal of ELT, Linguistics and Comparative Literature***(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

internet is more accessible and useful for both teachers and learners". In this way, the teachers of English are benefitted from the available digital resources and tools efficiently. At the same time, the learners of English also use the latest technological devices on their own and they will be in a position to revise and experience authentic materials that are provided by their teachers either in the classrooms, or at home. As the learners watch the videos or the lessons and participate actively in the classroom activities, the learners get more involved and satisfied with the results that they obtain.

Since the young generation of the English language teachers understand and support the idea of using technology widely in the classroom, most of the learners are benefitted a lot in their classrooms and learning the language with utmost concentration. With the introduction of the digital materials, the teachers of English can not only meet their learners' needs but also implement a variety of techniques, methods and approaches to satisfy them. The teachers of English can also get adjusted to the individual needs, interests and expectations of the English language learners in the group. So, the English language teachers should implement the techniques of group and pair activities to make the learning easier and more convenient for the learners. Thus, these activities not only provoke critical thinking or creative thinking but also encourage them to practice the English language both inside and outside the classroom. Therefore, the learners are exposed to the language practice in the environment which they are familiarised with and it will help them to break the language barrier and they never feel isolated anymore. Using technology in the classroom, the teachers of English can teach their lessons easily and comfortably. These lessons may be personalised and directed outside the course materials or prescribed textbooks and the learners get the opportunity of facing the authentic language materials. So, the learners become exposed to the real world requirements and expectations that are connected to the language skills and they try their best to meet them. A majority of the twenty-first learners use mobile devices such as mobile phones, smart phones, tablets, personal computers, laptops and so on and they are more familiar with the way of collecting useful materials as well as information. As a result, the learners are more interested in learning the things and more eager to learn the language and they even stay focused longer during the classes since the availability of the variety of materials prevent the learners from the feeling of boredom and monotony and they learn the in the natural and friendly environment. Therefore, the learners' sphere of interest gradually broadens since they are exposed to different aspects of living and various fields and the learners' learning process becomes more self-directed and efficient. Since the learners browse the internet outside the classroom, they develop their own pace of language learning and use supplementary teaching platforms that help them consolidate and revise their knowledge. The modern technology used in the classrooms allows the learners to develop their abilities needed in their future workplaces. As the twenty-first century demands critical thinking and research skills, the learners will certainly learn these skills through the modern technology used in their classrooms. Thus, the teachers of English should make use of the available modern technology in their classroom in order to develop the learners' not only language skills but also the additional skills that are useful for their future use such as critical thinking, research skills and so on.

Therefore, educational technology plays a prominent role in teaching the English language and all the English language teachers should know more about the latest innovations not only in the English language teaching but also the proper usage of the technological gadgets. As a result, the teachers of English will fulfil the needs and desires of their learners so that the learners automatically learn the language skills in an entirely different setting.

**Conclusion**

The present paper throws a light mainly on the role of educational technology to improve the learning strategies of the English language learners. First of all, this paper highlights the importance of technology in

**International Journal of ELT, Linguistics and Comparative Literature***(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

general and then in education. After that, the advantages of educational technology in the classroom have been discussed in detail. Later, the use of technology in the English language classrooms has been comprehensively discussed. Finally, the teachers as well as the learners have been given valuable suggestions to make use of the educational technology appropriately in their English language classroom in order to facilitate the teaching and learning in a more congenial and jubilant environment.

The teachers of English should make use of the available technology to the maximum extent in their classrooms and also use interesting materials for their learners that are downloaded from the internet. Moreover, the teachers should also be aware of the emerging trends in ELT so that they can implement these latest techniques, methods and approaches in their classrooms. Furthermore, the teachers are advised to attend seminars, workshops, conferences on ELT to enhance their knowledge. The teachers should create learning atmosphere in the classroom and also encourage the learners to work in groups and pairs. As a result, the learners will learn the content in an ecstatic and pleasant atmosphere and do the tasks well by forming groups and pairs. Since the concentration of the learners will be more while using technology in the classroom, the teachers of English should always use technology while teaching the English language. Consequently, the learners will never get tired or feel bored and learn the things with utmost interest and enthusiasm in the classroom. As Rao (2018) asserts, "Proper utilization of the appropriate technology depends on the teacher how and where he is implementing these in his teaching. The application of these technologies in a systematic way helps both the teachers and the learners improve and update their skills". Therefore, the teachers of English are advised to use technology all the time to make the teaching and learning a successful and effective one even for the learners who have negative opinion on the English language or who feel shy to speak in the English language classroom.

**References**

- Alemi, M., M.R.A. Sarab, Z. Lari, 2012. Successful learning of academic word list via MALL: Mobile assisted language learning. *International Education Studies*, 5(6): 99.
- Alimemaj, Zamira. (2010). YouTube, Language Learning and Teaching Techniques. 2(3), 10-12.
- Ally, M. (2009). *Introduction to Mobile Learning: Transforming the Delivery of Education and Training*. Athabasca: Athabasca University Press.
- Abunowara, A. M. (2016). Using technology in EFL/ESL classrooms. *International Journal of Humanities and Cultural Studies (IJHCS)*, 1(2), 7-23.
- Anderson, T. (2008). *Towards and Theory of Online Learning*. In Anderson, T. & Elloumi, F. *Theory and Practice of Online Learning*. Canada: Athabasca University.
- Bourdon (1999). *Principles and Practice in Technology*. Pergamon: Oxford University Press.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education.
- Dockstader, J. (1999). Teachers of the 21<sup>st</sup> century know the what, why and how technology integration. *T.H.E. Journal*, 26(6). 73-74.

**International Journal of ELT, Linguistics and Comparative Literature***(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

- Dooly, M. (2015). Learning to e-function in a brave new world – language teachers’ roles in educating for the future. In A. Turula and B. Mikolajewska, (Eds.). *Insights into technology enhanced language Pedagogy*. Peter Lang AG. 11-25.
- Gorder, L. M. (2008). A study of teacher perceptions of instructional technology integration in the classroom. *Delta Pi Epsilon Journal*, 50(2), 63-76.
- Graddol, D. (1997). *The Future of English? A Guide to Forecasting the Popularity of the English Language in the 21<sup>st</sup> Century*. London: British Council.
- Gulley, K. (2003). *Pros and Cons of Computer Technology in the Classroom*. Sacramento: California State University.
- Gunuc, S. (2006). *Student engagement at universities*. Ankara: Nobel.
- Healey, Deborah et. al. (2008). *TESOL Technology Standards Framework*. Virginia: Teachers of English to Speakers of Other Language, Inc.
- Kaya, H. (2015). Blending Technology with Constructivism: implications for an ELT Classroom. *Teaching English with Technology*, 15(1), 3-13.
- Kennedy, S. and Soifer, D. (2013). *Technology-Driven Innovations for Teaching English Learners*. Virginia, US: Lexington Institute.
- Kern, R. G. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40(1), 183-210. <http://dx.doi.org/10.2307/40264516>
- Kim, H. K. and Rissel, D. (2008). Instructors’ integration of computer technology: Examining the role of interaction. *Foreign Language Annals*, 41(1), 61-80.
- Koksal, D. (2004). To Kill the Blackboard? Technology in Language Teaching and Learning. *The Turkish Online Journal of Educational Technology (TOJET)*. 3.3, 62-72.
- Lai, C., and Zhao, Y. (2006). Noticing and text-based chat. *Language Learning and Technology*, 10(3),102-120.
- Lan, Y. J., Sung, Y. T. and Chang, K. E. (2007). A mobile device supported peer assisted learning system for collaborative early EFL reading. *Language Learning and Technology*. 11, 130-151.
- Lynch, C. A. (1994). *The integrity of digital information: Mechanism and definitional issues*. Silver Spring, MD: ASIS.
- Maness, K. (2014). Teaching Media-savvy students about the popular media. *English Journal*, 93(30), 46-51. <http://dx.doi.org/10.2307/4128808>
- Mishra, P. and Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Pierson, M. (1999). *Technology practice as a function of pedagogical expertise*. United States of America: Arizona State University.
- Rao, S. P. (2018). The Use of Technology in ELT and ELL: A Comprehensive Study. *Academica: An International Multidisciplinary Journal*. 8(11), 5-15. DOI: 10.5958/22-49-7137.2018.00056.3
- Rao, S. P. (2019). The Use of Mobile Assisted language Learning (MALL) Technology in Teaching and Learning in English Classrooms. *Research Journal of English (RJOE)*. 4(2), 225-238.

**International Journal of ELT, Linguistics and Comparative Literature***(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

Renandya, W. and Richards, J. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. United States of America: Cambridge University Press.

Rosell-Aguilar, F. (2007). Top of the Pods- In search of a podcasting “podagogy” for language learning. *Computer Assisted Language Learning*. 20(5), 471-492.

Solanki, D. and Phil, M. (2012). *Use of Technology in English Language Teaching and Learning*. Mumbai: Sardar Patel University.

Timeline. (2011). YouTube.com. Retrieved from [http://www.youtube.com/t/press\\_timeline](http://www.youtube.com/t/press_timeline).

**ABOUT THE AUTHOR**

The author, Dr. Parupalli Srinivas Rao, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them. He has also attended many webinars organized by renowned British based international ELT training institutions such as *Cambridge English, Oxford University Press, Macmillan English, Pearson ELT, English First, IATEFL, British Council* and *American based Ed Web (USA)*.

He has been on the Editorial board for **twenty** well-reputed international journals. He has also done several prestigious projects including a project done for the *National Council for Teacher Education (NCTE)*, Government of India and another one for King Faisal University, Saudi Arabia. He has attended several in-service training programs in ELT. He has taught English in India, the Republic of Maldives and Kingdom of Saudi Arabia for 27 years. At present, he is working as Lecturer in English at English Language Centre, King Faisal University, Kingdom of Saudi Arabia. He is very much interested in research activities and preparing study material for Undergraduate and Master’s Degree courses. He is also a member of ELTAI, the prestigious organization for English language teachers.

The author did his M. A. (English) from Osmania University in 1991. He also completed his PG Diploma in Teaching English (PGDTE) from CIEFL / EFL University and later he did B. Ed., M. Ed. and M. Phil. from Osmania University, Hyderabad. In 1999, he did PG Diploma in Functional English from Andhra University. He did *Cambridge CELTA* in London, UK, in the year 2008. He also completed two regular onsite ELT courses, namely, *Pronunciation for Language Teachers* and *Teaching Grammar in Context* from University of Edinburgh in Scotland in 2008. He also completed *TEYL* (George Mason University), *TGC* (World Learning) and *TYSE* (University Of Oregon) from the U.S. He also did “*How to Succeed at Interviews*” and “*How to Succeed at Writing Applications*” from the University of Sheffield, UK, and “*Testing Times in the Classroom: Challenges of 21<sup>st</sup> Century Education*” from the University of Exeter, UK. Recently, he has been awarded Honorary Doctorate for his outstanding endeavour in Education Sector, especially in the field of ELT. At present, he is also pursuing his Ph. D. in ELT.