

TECHNOLOGY ENHANCED LEARNING

Roman ČANČINOV

Abstract

Technologies have become everyday part of our lives. They are all around us and it is good to respect the fact. The modern technologies were integrated into our schools and educational institutions. Evidently, the character of the classroom itself has changed in the last decades and white or interactive whiteboards can be seen in the schools. Computer rooms were updated and the software was improved. Research shows that implementation of technologies into the classroom is beneficial and they open the students' minds. The author depicts the problem of teaching and learning a foreign language with effective use of modern technologies such as CD-ROMs, interactive whiteboards, online materials, computers, tablets or even mobile phones with mobile applications available at the market. Furthermore, the terms like digital natives or digital immigrants, iTools or smartphones are explained since they belong to the common expressions used by our students. Teachers had to be fully acquainted with the use of technologies in the class and outside of the school. In the final part the author shows the possibilities of using technologies outside the classroom. Working with modern devices can, to a certain extent, motivate students and thus, it can bring a new dimension to teaching and learning a language. If a teacher is able to show students how to do it, how to use the technologies effectively and s/he motivates the students, then learner autonomy is supported. Then this is a win-win for all participants in the process.

Keywords: computer assisted language learning, technology enhanced language learning, digital resources, technology, digital literacy, digital classroom

Abstrakt

Technológie sa stali každodennou súčasťou nášho života. Sú všade vôkol nás a je dobré to rešpektovať. Moderné výtobytky dnešnej doby sa dostali nielen do našich domácností ale vo veľkej miere sa udomácnili aj v našich školách a vzdelávacích inštitúciách. Je evidentné, že sa v priebehu niekoľkých desaťročí zmenil i charakter triedy ako takej a namiesto tabúl dnes vidíme biele tabule, alebo v niektorých triedach i interaktívne tabule. Počítačové učebne nabrali nový rozmer a softvérové programy, ktoré priniesli na trh takmer všetky vydavateľstvá, obohatili výučbu cudzích jazykov na školách. Technológie priniesli nielen nový obsah do výučby ale aj spôsob učenia sa a získavania nových vedomostí. Výskumy ukázali, že začlenenie technológií do vyučovania prinieslo mnohé výhody a tým sa otvorili študentom nové cesty na poznávanie okolitého sveta. Autor príspevku pojednáva problematiku výučby cudzieho jazyka s efektívnym využitím moderných technológií ako sú CD-ROM, interaktívne tabule, online materiály, počítače, tablety, mobilné telefóny či mobilné aplikácie. Ďalej sa autor venuje pojmom, ktoré sa dnes čoraz viac skloňujú v súvislosti s používaním modernej techniky v školách. Jedinci narodení v digitálnej dobe (digital natives) alebo tzv. digitálni imigranti (digital immigrants), termíny iTools, smartfón, či online cvičenie sa pomaly stávajú súčasťou slovníka každého študenta. Učitelia veľmi rýchlo zistili, že sa potrebujú ďalej vzdelávať, aby mohli využívať technológie na svojich hodinách a nové kompetencie a digitálna gramotnosť sa stali témami rôznych školení, seminárov alebo názvami ich atestačných prác. Počítačmi riadené učenie (CALL – computer assisted language learning), ktorého začiatky siahajú do roku 1960, vystriedalo rýchlym vývinom techniky tzv. Technológiami vylepšené učenie (TELL – technology enhanced language

learning), pri ktorom sa k počítačom pridali aj ostatné moderné technológie typu tablet, mobilný telefón a internet. V záverečnej časti autor ukazuje možnosti využitia moderných technológií mimo triedy. Práca s počítačom, tabletom či internetom môže vo veľkej miere motivovať študentov a prinesie tak nový rozmer v učení sa jazyka v domácom prostredí. Ak dokáže učiteľ ukázať študentovi ako sa má učiť, ako má spracovať informácie, ako byť zodpovedný za svoje učenie, môže tým podporiť jeho autonómne učenie a pripraviť ho na život. Vďaka technológiám, ktoré vieme začleniť do vyučovacieho procesu v triede i mimo nej, sa mení pohľad všetkých zúčastnených strán na učenie sa cudzieho jazyka. Či je to učiteľ, ktorý sa poctivo pripravuje na hodiny, na ktorých chce využiť modernú techniku v prospech študenta, či je to rodič, ktorého nebaví večne upozorňovať svoje dieťa, aby sa len nehralo na počítači, ale aby využilo počítač nejakú efektívnejšie, alebo je tu samotný študent, ktorý nemusí opísať od spolužiaka domácu úlohu v pracovnom zošite. A vtedy vyhrávajú všetci zúčastnení vo vyučovacom procese.

Kľúčové slová: počítačom riadené učenie jazyka, technológiami vylepšené učenie jazyka, digitálne materiály, technológie, digitálna gramotnosť, digitálna trieda

Introduction

Undoubtedly, the 21st century is the era of modern information technology in nearly all aspects of our everyday lives. We are not able to wake up without our alarm clock, often as a part of our mobile phone or other mobile devices, and when we got to bed, the last thing we look at is our mobile phone again. Who wants to deny it?

Technologies have become a part of a school environment and technically capable teachers have been using technologies for the several decades because they wanted to bring something effective and useful for their students. There is a big difference between the teachers who started their teaching career twenty years ago and those who have decided to share their knowledge with the students just now and entered the world of teaching. Some decades ago technology might have only been very simple, but used in the classroom. The teachers had at their disposal in the classroom just a couple of things: chalk and blackboard. For the luckier ones, the geographical maps were hanging on the walls next to the blackboard. Very simple, but it worked.

However, different devices of digital technologies played an important role not only in schools in the past. Bohony (1993, p. 10-13) stated, among other devices, the following devices of digital technologies: invention of book printing (year 1450), Laterna magica (year 1600) as a predecessor of dia projection machines, epidiascopes, as machines projecting images of opaque objects on a screen, started to be used in schools in 1860, radio set (year 1926), tape recorders (the second half of the 1950s) television and video. The invention and the use of the mentioned devices are closely connected with the development of technologies in general and they found the application in the schools at that time.

Today we cannot imagine our life in the classroom without CD player, computer or internet. The invention of new modern digital technologies has changed the life of teachers and their students. There are still devices that are not used as effectively for language learning as one

could imagine. Various software, programmes, eBooks, applications can help learners to improve the language skills. They just have to be familiar with them not just in terms of playing games, but for learning purposes.

1 Technologies and learning

There has been a rapid growth in developing newer technologies in the last few decades and in the use of the latest technologies for teaching purposes and language learning. Schools and other educational institutions feel the huge pressure to spend money on digital technologies to provide better services for the students and to attract learning process. They do their best to find money to equip the classrooms with the latest technologies and this way they want to implement computers, interactive whiteboards or tablets into learning process. Schools implement tablets for several reasons: some are required to by a ministry of education, some institutions want to provide access to technology for all or at least majority of students, and many believe that the innovative use of technology will help them to achieve the better results in education.

As Larsen-Freeman (2011, p. 199) says there are two main ways to think about technology for language learning: technology as providing teaching resources and technology as providing enhanced language experiences. The first way refers to development of technology from the film strips, audio and video recording to the internet that is a source of information and authentic materials for both teachers and students. On the other hand, when Larsen-Freeman (2011, p. 199) talks about the idea the technology provides enhanced leaning experiences, she argues: 'Technology is no longer simply contributing machinery or making authentic material or more resources available that teachers can use, it also provides learners with greater access to the target language. As a result, it has the potential to change where and when learning takes places.'

From the stated it is clear that the institutions that want to implement the technologies in the learning process are right when they want to support the learning process in their institution. Kern (2006, p. 183) supports the whole idea of using technologies in the education: 'Rapid evolution of communication technologies has changed language pedagogy and language use, enabling new forms of discourse, new forms of authorship, and new ways to create and participate in communities.'

The typical classroom with the teacher in front of the class using chalk and blackboard and the students sitting and listening to the teachers changed and using technology gave students the opportunity to work more independently at computers or laptops. 'Blackboard' turned into a 'whiteboard 'and even into 'interactive whiteboard'. Straková (2013, p. 92) offers some advantages of using modern technology in teaching languages:

- high motivation of learners
- support of self-directed learning
- support of self-management

- access to internet sources
- access to enumerable mobile applications
- possible use inside as well as outside the classroom, etc.

We might argue using modern technologies in the class motivates students to learn languages in new or different ways as they used to hear from their parents, or they experienced at lower levels of elementary school years ago. As we see from the advantages mentioned above, there is a lot of support of self-directed learning and self-management that is closely related to learning autonomy in the classroom and outside the classroom. The students can, when they are able to do it, to decide what they want to learn and what they want to concentrate on. As Thorne (2006, p. 14) says, the students using technologies are more likely to use language for: 'ongoing identity formation and personally meaningful communication in the service of goals that extend beyond 'practice' or 'learning' in the restrictive senses associated with institutional settings.' The expression 'personally meaningful communication' is motivating itself for students and the way they are learning a language.

2 From CALL to TELL

Computers were among the first modern devices that started to be used in Slovak schools. It was rather expensive and difficult to equip a computer room and mostly it was used by teachers of Informatics, but gradually they were introduced and used by teachers and students of other subjects. Computer companies were prompt and developed computer programs that helped to improve the process of teaching and learning. There was a need for new applications and approaches to teaching and learning foreign languages. Blake (2008, p. 49) states 'the first applications of computer technology in the field of Foreign Language Teaching were implemented in the 1960s on mainframe computers within a Skinnerian behaviourist framework where learning a language meant memorizing a body of well-choreographed responses that included frequent vocabulary items, clichés, and phrases used at appropriate moments in conversation.' Computers assisted the learning process and the term CALL started to be used. Computer assisted language learning (CALL) was defined in a seminal work by Levy (1997, p. 1) as 'the search for and study of applications of the computer in language teaching and learning.'

CALL embraces a wide range of information and communication technology applications and approaches to teaching and learning foreign languages, from the 'traditional' drill-and-practice programmes (that characterised CALL in the 1960s and 1970s) to more recent manifestations of CALL, e.g. as used in a virtual learning environment (VLE), Web-based distance learning, mobile-assisted language learning (MALL) etc. Nowadays some authors call MALL m-learning and CALL is called e-learning.

In the year 2000, Warschauer and Kern argued that CALL developed in three phases, which he aligned with dominant paradigms of language learning and technology. Warschauer

believed that the first phase consisted of 'structural CALL' which was based on a view of language as a formal system of structures (grammar, phonology, etc) and focused on drill and practice methods to achieve accuracy. Grammar translation and audio-lingual approaches were popular at a particular time. The second phase in Warschauer's model was called 'communicative CALL', with an underpinning view that knowledge about language is constructed in the learner's mind (rather than existing as an external system of rules) and this time the methodology of communicative language teaching was dominant. The third phase is called 'integrative' and Warschauer talks about 'multimedia and the internet' - applications that were tied to desk-based computers.

Technology enhanced language learning (TELL) emerged around the early 1990s e.g. the TELL Consortium project, University of Hull. We see a move from computer-assisted language learning (CALL) to technology enhanced language learning (TELL). The difference between the two is that computer becomes less visible. Bush and Terry (1997, p. vii) argue 'The change in emphasis from computer to technology places direct importance on the media of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself.' Whereas in CALL, the computer assisted learning, it might be said that in TELL, the computer supports learning. Walker (2013, p. 9-10) states that 'one of the main differences between CALL and TELL is that we see technology not as assisting language learning, but as a part of the environment in which language exists and is used. Technology provides new contexts and the tools for communication. TELL includes a wider range of devices than 'computer', in particular, phones, game consoles, and tablets.'

Walker (2015), Associate Professor in Technology, Education and Learning at Leeds University, explains in her blog why language teachers should make the best use of digital technologies. The first reason is that digital media are part of the way that we use language in the real world. Much of our day-to-day communication is mediated by digital tools including email, SMS, Facebook, Twitter, Instagram, What's App and much more. These tools are normal sites of language use and it is as important to explore these with learners as it is to explore older media such as newspapers and radio (now often online, of course). The second reason is that technology can provide solutions to some of the problems that we encounter as language teachers. For example, in the context of a single-language classroom there is little reason for students to communicate in the target language except that the teacher tells them to. Digital tools may enable them to communicate with an audience outside the classroom, for example by posting blogs or videos either to a general audience or in partnership with a class of learners elsewhere.

Warschauer (2004, p. 22) summarised the history of CALL in 2004 as it can be seen in the Table 1. However, as mentioned above, there is a shift from CALL to TELL, and the TELL column was added to the table, to see the development and phases of CALL.

Table 1: From CALL to TELL

Approach	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL	TELL
TECHNOLOGY	Mainframe	PCs	Multimedia and Internet	Mobile devices, tablets, multiplayer games, virtual words
ENGLISH-TEACHING PARADIGM	Grammar translation and audiolingual	Communicate language teaching	Content-Based, ESP / EAP	Communication, interaction
VIEW OF LANGUAGE	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Sociocognitive (developed in social interaction)	Structural, cognitive, socio-cognitive, adaptable
PRINCIPAL USE OF TECHNOLOGY	Drill and practice	Communicative exercises	Authentic discourse	Normalized
PRINCIPAL OBJECTIVE	Accuracy	Fluency	Agency	Autonomy within community
VIEW OF LEARNING	Behaviourism	Constructivism	Social constructivism	Connectivism
ROLE OF TECHNOLOGY	Tutor	Tutee	Mediational tool	Environment, resource

3 Literacy and competences when using technologies

Technology is all around us. It does not matter where you are, technology is everywhere: at home, in the street, at work, at school, in your bag and sometimes or quite often even in your hands. Cimermanová (2011, p. 4) says 'Our students were born in the digital era and live their digital life as digital natives (Prensky 2001, p. 1). We, the teachers have several choices: to act as digital immigrants (ibid) or use traditional methods. There is nothing wrong in opting for any of those possibilities. It is always the teacher who decides how to present materials and how to achieve educational aims.'

Even Bill Gates, the founder of Microsoft, argues that 'Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.'

The terms 'digital natives' and 'digital immigrants' were coined by Prensky in 2001. In his article, he argued that 'an insurmountable digital divide has developed between the young who have grown up with technology and older people who have become acquainted with technology later in life; and consequently between students and their teachers. As a result of interacting with technology, digital natives 'think and process information fundamentally differently' (Prensky 2001, p. 1) compared to digital immigrants. Digital natives, according to Prensky, process information quickly, enjoy multi-tasking, and enjoy gaming, while digital immigrants process information slowly, working on one thing at a time and do not appreciate less

serious approaches to learning. This divide, Prensky argued, is the greatest problem facing education today and teachers must change the way they teach in order to engage their students.'

David White (2011), a researcher at Technology-Assisted Lifelong Learning (TALL), introduced an alternative distinction to digital natives and digital immigrants, and after looking closer not at what technologies the students use, but at how they use them, he categorised the technology users as Digital Residents and Digital Visitors. It seems to depend on whether the students see the web as a 'place to live' or as a collection of useful tools. White defines the 'Resident' as 'an individual who lives a percentage of their life online. They often use the web in all aspects of their lives; professionally, for study, and for recreation. The 'Visitor' has been defined as 'an individual who uses the web as a tool in an organised manner whenever the need arises. They always have an appropriate and focused need to use the web but don't 'reside' there.'

Most of our students are probably digital natives, or residents, but a lot of teachers seem to be to some extent digital immigrants and maybe successful visitors. Every digital immigrant has a chance to assimilate into the world of technologies. Lewis (2009, p. 12-13) looked at the process of assimilation and divided the teachers into four distinct phases or groups:

Newcomer: never uses technology in his / her daily or professional life. S/he is not interested in it or has no access to the technological tools. Sometimes the term 'technophobe' might be used as they really feel frightened by technology.

Casual user: uses technology in everyday life. S/he can use a word processing programmes, write emails or can feel comfortable using internet for searching information. In class he occasionally uses computers, although one has access to them.

Old schooler: has adopted technology into daily classroom, but uses more traditional classroom tools. Technology coexists with the established lesson plan and it supports and extends learning, but does not influence the process.

Innovator: embraces technology in ways that not only support the learning process but transform it. S/he uses technology to promote learner autonomy and support critical and creative thinking and problem-solving skills.

No matter what group a teacher belongs to, the growth of technology caused the changes in teachers' roles and skills in using technology in class. To be able to master today's world of technology and to be prepared for the digital classroom, teachers have to be trained and educated. Bernátová & Kochová (2013, p. 36) state that 'it is necessary to develop ICT skills and competences dealing with integrating ICT into the educational process during the university studies but at the same time it is the life-long learning process because of the rapid development of new technologies.' The authors mentioned so-called ICT skills and competences, but there are other terms that might be used to express the concept of literacy or competences. The world literacy has changed dramatically and now it is not just one literacy to master, but multiple

literacies for students and teachers when they use technologies and access internet in / out of the class.

Lewis (2009, p. 16-17) mentions three core new literacies which must be considered for your classroom:

Computer literacy: an understanding of how computers work is a basic skill. The skills include manipulating a mouse, formatting and printing a document, searching the web, playing audio and video on a computer.

Information literacy: while most students are computer literate, the level of their information literacy is less developed. The internet is an endless stream of information and since much of the information is not reviewed or edited; students need to look critically at what they are accessing. There is a disturbing trend towards 'cutting and pasting' hastily, without really checking the material.

Multimedia literacy: new technologies have opened up ways to communicate beyond the written word. Today, it is possible to communicate with sound, video, text, animation, and hyperlinks. To be literate in such a complex environment requires competence in manipulating the various constituent multimedia elements that make up a new digital text.

There were more educators who studied and prepared documents for school standards related computer and technology skills. Frei, Gammill & Irons (2007, p. 35) summarised the essential computer skills for teacher as follows:

- Know the basic hardware components of a computer.
- Use the online help function within software applications.
- Understand how different passwords are generated and used.
- Know about basic file structure and manipulation (i.e., what a folder is and how to copy, move, and delete a file on a hard drive or disk).
- Know how to search for a file and how to select a location when saving from the Internet or an email attachment.
- Know the basics of the computer's operating system.
- Know how to send and receive email.
- Know how to use the Internet.
- Be able to integrate technology-based grade level/content lessons into classroom activities.
- Run antivirus software.
- Save and retrieve files.

- Manage data in teacher-based productivity software (i.e. grade book, attendance, etc.).
- Know and use proper computer terminology.
- Be able to follow written and oral instructions to complete computer tasks.
- Use common sense and have realistic expectations when using a computer.
- Be willing to try to figure out problems that arise when using technology.
- Know how to check for unplugged or loose cables.
- Realize that sometimes computers do unexpected things and a reboot often fixes the problem.

Today, in language teaching much of communication and interaction now occur within digital environments and learners need not only be able to use the language appropriately, but also to manage the technology. Walker (2007, p. 7-8) taking a view that technology is not only about communication, proposed a model of 'ICT competence' which we now prefer to consider 'digital competence'. She adopted Canale and Swain's model of communicative competence (see Canale and Swain 1980) for ICT.

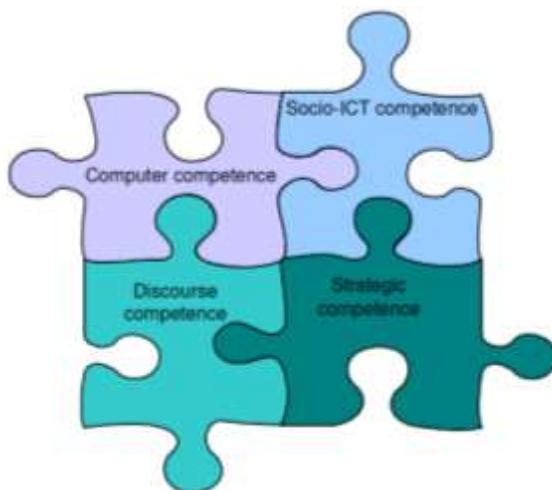
Computer competence is the ability to manipulate the technology both in terms of hardware and applications.

Socio-ICT competence is the understanding of what is appropriate to use in different social contexts and knowledge domains, in terms of both technology and language.

Discourse competence is the ability to manage an extended task possibly using several applications and/or types of hardware.

Strategic competence is the ability to repair problems and work around the gaps in ICT knowledge and skills.

Figure 1: Canale & Swain's model of communicative competence adapted for ICT.



4 Digital classrooms

Twenty-first century classroom, teaching and learning, are no longer about the four walls of the classroom. There used to be a time when a learner of a language often had to depend only on what went on within those four walls. A really motivated learner, at that time, might have been able to listen to the BBC, listen to a song in English, see a film in English and, if they could afford it, buy an English newspaper or book, but the teacher's role in the students' language learning was crucial – they were the source of all knowledge, the model for the language.

Twenty-first century classroom, teaching and learning, started to be digital. Cassettes were replaced by audio CDs, video tapes turned into DVDs and the computer room with old computers changed a lot. Schools are forced to become digital and to use technologies in education. That was the reason OHP was replaced by a data projector, and in many classes, interactive whiteboard started to be a part of everyday teaching. The terms like MULTI-Rom or iTools are not clear to everybody, as the digital terminology differs from publisher to publisher.

Over the past few years, digital tools have become an important and valuable part of teachers' and students' lives. In the past, a course book, a pencil, coloured pens – with an important red pen, a set of pictures and maybe a ball were basic teaching tools. Nowadays, a computer, laptop, tablet, even a mobile phone and a Wi-Fi connection are included. Programs and various projects are supported by ministry to bring a new approach in teaching any school subjects, including English.

Pigová (2012, p. 7) states that in the years 2007 – 2009, The Institute of Information and Prognoses of Education in Slovakia bought more than 1000 interactive whiteboards for selected Slovak schools, both primary and secondary. This all happened due to or better to say thanks to the Infovek Slovakia Project (2005), whose aim was to prepare the young generation in Slovakia for life in the information society of the 21st century to be able to be competitive on the labour market in comparison with the young people of the same age from the European Union. The authors of the project believed the school was the most important place where this transformation must take place. In order to provide this extremely difficult task, the schools must change themselves from a traditional school to a modern school of the third millennium with the help of information and communication technologies.

Interactive whiteboards are exiting tools that have fast spread to classrooms in Slovakia. Before we come to some of the benefits of IWB, a definition of IWB is needed. Lewis (2013, p. 33) defines an IWB as 'a touch-sensitive board that is connected to a computer and a projector and displays a computer desktop. Unlike a conventional projector, it allows the computer to be controlled by touching the projection on the board. The IWBs are best understood as three components: 1. the board itself 2. the software that comes with it 3. software produced for the IWB by publishers.'

One of the first publishers that wanted to prepare software for the IWB was Oxford University Press with so-called iTools. The first product that was introduced was the iTools as

one of the digital components of the course written by Tom Hutchinson Project 3rd edition (2008). The schools which were equipped with the IWB or computer and projector started to be interested in the way they could make the best use of the IWB with the help of iTools. Davies (2008) in his 'Guide to using interactive whiteboards, available online, says 'They (IWBs) are exciting and fun and can bring a variety to resources to the classroom, such as the internet, DVDs and MultiROMs. But like any teaching aid they should help us in our lesson rather than dominate them.' He also looked at some of the arguments for and against using interactive whiteboards in the class:

- encouraging heads-up learning
- encouraging a hands-on kinaesthetic approach
- helping to bring the outside world into the classroom
- helping to cut down on photocopies
- teacher-centred classroom
- overwhelmed by technology
- increased planning time

As everything has its positive and negative sides, the IWB is not an exception. It might seem the last three arguments are against using IWBs; however, there are a lot of techniques that will help teachers to overcome the problems when using it in the class. Teachers have to overcome the fear the students know about computers more than they do.

Besides using iTools, which is a complete digital teaching resource featuring student' and workbook's content, answer keys, audio and video clips extra interactive activities and all functions of an interactive whiteboard, there are other digital resources developed for students that accompany the course materials, e.g. CD-ROMs and MultiROMs, DVDs, that give students a chance to practice, recycle the language, and do self-study at home or in a language lab at school. For secondary teachers and students the terms like iTools, iTutor or iChecker have become natural and used in everyday life of an English classroom. The latter two are digital companions to the student's course books that offer students to improve their English by revising, reviewing, assessing their knowledge and checking their progress.

Technologies open learning space and as there is never enough time to do everything in the class; teachers of English have to go beyond the class. They assign different tasks for self-study in order to increase the time students are exposed to English as much as possible. Assigning the students homework just from the workbook is becoming slowly but surely 'old-fashioned' and teachers have to be creative and modern enough to motivate students. To support learner autonomy, digital materials and online resources seem to be a good alternative. As Goldwin-Jones (2011, p. 5) says 'One of the primary roles teachers can play in enabling and encouraging learner autonomy in a face-to-face or online context, is to provide students with guidance on

recommended online tools and services.' Technology, computers, online resources should become a part of learning process and students have to benefit from it. As Goldwin-Jones (2011, p. 4-11) argues in his article 'Computer Technology has contributed much to the concept of Autonomous Learning in terms of facilitating learner autonomy thorough enabling a vast amount of materials for self-learning.' Schmenk (2005, p. 107) states 'The popularity of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide.'

All publishers are aware of the fact that being digital is really important and crucial in today's education and they invest money into research on the way people teach and learn and into digital resources. They developed different applications available for electronic devices, mobiles, tablets or computers that can be used by students wherever they are. Using different apps practising vocabulary, everyday phrases, pronunciation or grammar helps students to improve their English in a new attractive way. The experienced teams of educators prepared online ready-made materials that can be used by teachers and students in the class and at home. Online websites for students and teachers, online practice tests, online skills programs, online workbooks, online practice, online books, e-books and online authentic materials enrich learning. Learning and teaching online offers students a rich learning experience and encourages communication and collaboration outside the class.

Conclusion

Technology started to be an everyday part of our lives. In the context of education the use of technology opens up opportunities for learning a language, it enables different types of leaning and supports different types of learning styles. It is worth using technologies in the class and outside the school as it affects the whole learning process. Teaching and learning has changed and we should or have to adopt and assimilate the change gradually.

It is evident that a typical class of the last century has changed its content and new technologies were implemented into the classroom. Blackboard turned into ecological whiteboard or even to technically advanced interactive whiteboard. Today we cannot imagine our classrooms without CD players or DVD players. When thinking about technology and language learning we should consider two ways of using it in the education. Firstly, as a source of teaching and learning materials, either authentic or ready-made, and secondly, as a source providing enhanced language experiences and better access to the target language. As we could see in the article, there is no doubt about numerous advantages of using technology for language learning.

Computer assisted language learning (CALL) appeared in 1960s as the approach that should have helped language learning and teaching. Many researchers studied the advantages and effects of CALL on the language learning. Warschauer (2004, p. 22) summarised the history of CALL and with the advent of new technology, such as mobiles, tablets, laptops, internet, the new

term appeared – so-called TELL (technology enhanced language learning) and it added a new dimension in language learning and teaching.

Prensky came up with the new terms of digital natives and digital immigrants and the role of the teacher has changed. White looked at the same problem from a different perspective. He was interested more in how the teachers and students use the technologies, and not at what technologies they use. As a result he named the two groups Residents and Visitors. The literacy and competences that were ingrained in the profile of a teacher in 20th century had to be supplemented with new ones. Digital literacy embraces computer, information and multimedia literacy and all of them must be considered for a classroom.

Language learning takes place not only in the class, but out of the class, too. When teachers give students homework, they do not have to limit assigning homework to workbooks, as there are new tools and materials to be offered to students. Different digital companions are available and students can make the best use of them at home. So the students will find various and engaging activities which allow them to practice the same language they met in class with their teachers or go further and use the never-ending source of online websites. And everybody can benefit from technologies – students, their parents and teachers. I would call it win-win-win situation.

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Author: Mgr. Roman Čančinov, part-time PhD. student, Institute of British and American Studies, Faculty of Arts, University of Presov, Slovakia. E-mail: r.cancinov@email.cz