Analyzing the emerging Trends of E-Learning and Developing Digital Technology in Learning English as a Foreign Language in Pakistan

Hassan Bin Zubair[1], Muhammad Zafar Iqbal[2]

Abstract

This research explores the use of modern digital technologies in learning English as a foreign language in Pakistan. This research attempts to find these various prospects and the modern trends associated with the phenomenon of learning motivation in Pakistani public and private sector universities. There are randomly selected 28 teachers and 140 students for this research. 18 teachers and 80 students are from six private universities while 10 teachers and 60 students are selected from four public sector universities in Pakistan. The collected data is analyzed by using mixed method of analysis of both qualitative and quantitative approach. Findings of this research presents the futuristic need in English learning and in education system, how to get benefits from modern technology in academia. This research suggests that technological aid cannot give accurate results if it is not selected correctly and according to the needs. It is also recommended that both public and private sector universities in Pakistan should be equipped with latest technological facilities for more effective learning process of English language. This research will provide a solid ground to the upcoming researchers, syllabus designers and higher authorities to take positive measures in this direction to meet the global standards of learning of English language.

Keywords: E-Learning, Emerging Trends, Technology, Social Media, English Language, Global Educational Needs.

Introduction

People of different countries around the world use English language as a means of cross-cultural communication. English is supposed to be the global language. There are over 1 billion English language speakers around the world. The numbers of English speakers are increasing every day and technology is making them able to learn more and more about the modern trends of the modern age. According to Shyamlee:

> "The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education"(Shyamlee, 2012)

Many people want to learn English because of its prestigious status, learning a foreign language is a difficult and complex task. "To facilitate the learning of a foreign language, different teaching methods and techniques have also gone through numerous changes" (Alsulami, 2016) .At the present time, language teaching and learning cannot be done without the assistance of latest technology such as computers" (Jones, 2001). Kern and Warschauer stated that:

---

[1] PhD Scholar, Department of English, National University of Modern Languages Islamabad, Pakistan. Email: hbz77@yahoo.com

[2] Assistant Professor, Department of Education, International Islamic University Islamabad, Pakistan. Email: m.zafar@iiu.edu.pk

>"Nowadays, audiotape-based language labs are gradually being replaced by language media centers, where language learners can use multimedia CD-ROMs and laser discs, access foreign language documents on the World Wide Web, and communicate with their teachers, fellow classmates, and native speakers by electronic mail." (Kern and Warschauer, 2000)

Though the universities cannot always provide adequate technological facilities to the teachers, the teachers try to integrate technology in teaching from their own. Besides, the students of the universities also use technology for both entertainment and educational purposes. These students are mostly "Digital Natives" (Prensky, 2001), and they are different from the students of previous generations. They use different digital social media (Facebook, Twitter, Blog etc.) and instant messaging apps (Viber, WhatsApp, Imo, Messenger etc.) to interact with their friends, family members, and teacher. Similarly, they watch movies and YouTube videos, and listen to songs by downloading them through internet. Moreover, some of them use latest technologies such as Moodle and different applications for their educational purposes. It seems that technology has become part and parcel of their life and they are influenced by technology. Therefore, this research will explore how technology influences students' learning of English language.

Different researchers have defined CALL, MALL, and TELL in different ways. However, "CALL, computer is a flexible classroom aid which can be utilized both by teachers and students inside or outside the classroom in a variety of ways and for a variety of purposes" (Gunduz, 2005). Besides, Miangah and Nezarat (2012) said that

>"Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered an ideal solution to language learning barriers in terms of time and place." (Miangah & Nezarat, 2012)

Literature Review

The world of education is presently experiencing a second insurgency. Digital technologies such as PCs, mobile phones, iPods, laptops, digital videos, computer games, digital social media etc. are changing the way. The educational institutions around the world are also embracing technology for ensuring effective teaching and learning. The report stated that "in 2003, fifty-seven percent of academic leaders rated the learning outcomes in online education as the same or superior to those in face-to face. That number is now sixty-six percent, a small but noteworthy increase" (Allen & Seaman, 2010). Likewise, "many universities of Australia offer online courses to the students" (Stuparich, 2001). "Choosing distance education for the convenience of not having to visit a university campus." (Stuparich, 2001)

Like many other countries of the world, Bangladesh is also trying to introduce latest technologies such as ICTs in major sectors of the country. In order to do so, in 2009, Bangladesh has launched an ICT plan. Though "Bangladesh government made ICT policy for the better use of it and it's a part of Digital Bangladesh: Vision 2021, the higher educational institutions are still not getting enough modern technological facilities for effective teaching and learning" (Hossain, Salam, & Shilpi, 2016). The depth of the situation can be understood by the fact that the universities cannot offer online courses to the students while online courses are very popular among students around the world in this digital era. Rahman et al. (2012, "The e-learning was

first introduced in Bangladesh in 1956 by a radio-broadcasting program, and later expanded much by the establishment of Bangladesh Open University (BOU) in 1992" (Rahman et al. 2012, p.8978). "Till now Bangladesh Open University is the only university of Bangladesh which offers online course to the students" (Karim, 2014). The other "34 public universities are operating in conventional system in brick-and-mortar campus. There are 76 private universities in the country as well, but among them no universities offer distance mode education along with class room mode."(Karim, 2014). Besides, it seems that public universities are more deprived of technological facilities in comparison to private universities.

> "All private and public universities have the internet connectivity. Computer lab with internet connectivity is available for the student of the leading universities of the country. On the other hand, most of the public sector higher educational institutions (HEIs) do not adopt technology for the improvement of imparting quality education." (Rahman et al, 2012)

Though universities are not endowed with enough technological facilities, few technological aids are available in the universities of Bangladesh for teaching and learning. "The use of multimedia projector is very common in the English language classrooms of Bangladesh." (Mahmuda, 2016).

Research Objectives
- To present the current situation and use of technology in Pakistani public and private sector universities.
- To explore the advancements in learning English as a foreign language in Pakistan.
- To highlight the weaker areas to be focused to bring change and betterment.
- To introduce new technology and its usage in public and private sector universities in Pakistan.

Research Questions
1- How e-learning can be effective in public and private sector universities of Pakistan?
2- How e-learning is motivating Pakistani youth towards the use of digital technology in EFL learning process?
3- How e-learning and IT have become the basic need of learning English as a foreign language in recent global scenario?
4- What are the main hurdles in adopting the modern trends and use of technology from the conservative style of learning English as a foreign language in Pakistan?
5- Which kind of measures should be taken to use modern technology in English language learning in Pakistani universities?

Significance of the Research
Many teachers and course designers might not be well aware of the influence of technology in language learning. And, this knowledge about the influence of technology will help the teachers to design the technology-based lesson in such a way so that the opportunities offered by technology for effective English language learning can be completely utilized and negative influences of technology can be avoided. Besides, the study will try to find out the existing technological facilities of public and private universities of Pakistan. However, students will also be benefitted from this research as it will make the students aware of the positive and negative sides of using technology in learning English, and that is why, it is expected that they

will use technology more responsibly in their learning. Finally, this study will be able to help the future researchers as a research model.

Research Methodology

(i) Setting

Most of the students agreed to participate at their own convenient time or leisure time and the survey took place in their respective university premises. However, some students participated in the survey through e-mail and Facebook. In either case, the students shared their views freely and independently because the environment was quite friendly. So, the setting of the student survey was informal.

(ii) Sample Technique and Instruments

In this research, two questionnaires and class observation have been used as instruments to collect the data.

(a) Questionnaire for the students: This questionnaire is consisted of total 20 questions. Among these, there are 12 questions which have multiple options and the participants had to tick on their preferred option among the given options. These questions are called close-ended questions. And, there are 8 open-ended questions as well where the participants were requested to share their views.

(b) Questionnaire for the teachers: This questionnaire included total 20 questions. Among these, 12 questions are close-ended while 8 questions are open-ended questions.

(c) Class Observation: To get more accurate information, the researcher observed four language classes in four public sector universities in Pakistan. With the permission of the teacher, the researcher entered the classroom sat on the back bench to easily observe the teachers' and students' attitudes and activities in the classroom. A class observation checklist was used to collect the important information regarding the technological facilities, and teaching and learning process in the classroom.

(iii) Data Collection Procedure

Some of the teachers participated in the survey immediately, whereas some teachers gave appointment to the researcher and asked her to come at the appointed time. So, some teachers took part in the survey on their appointed time. Besides, to observer classes, the researcher studied the class routine of those courses whose teachers had already taken part in the survey. Then, with the permission of the respective teachers, the researcher observed their classes. Further, to survey the students, the researcher identified target student group of respective universities with the help of some acquaintances. Then, she requested them to take part in the survey and most of them agreed to participate at their own convenient time. So the survey took place after their class at the same day or any other day. Qualitative method of analysis has been used to analyze the answers to open-ended questions of Teacher Questionnaire and Student Questionnaire. Besides, researcher has also used qualitative method to analyze the findings that were collected from class observation.

(iv) Locale

This research attempts to find these various prospects and the modern trends associated with the phenomenon of learning motivation in Pakistani public and private sector universities.

There are randomly selected 28 teachers and 140 students for this research. 18 teachers and 80 students are from six private universities while 10 teachers and 60 students are selected from four public sector universities in Pakistan. The collected data is analyzed by using mixed method of analysis of both qualitative and quantitative approach. Among four public sector universities there are National University of Modern Languages Islamabad, International Islamic University Islamabad, Allama Iqbal Open University Islamabad and Baluchistan University of Engineering & Technology Khuzdar (Baluchistan). Among six private sector universities from which research data is collected consist of Beaconhouse National University Lahore, University of Lahore, Foundation University Islamabad, Institute of Southern Punjab Multan, Iqra University Karachi, Abasyn University Peshawar. All these 10 public and private sector universities from all four provinces of the country have been selected for this research study which are providing best kind of education with latest IT support and e-learning technologies.

Data Analysis and Discussion

Analysis of Students' Response

(i)   IT Support
        Majority of the students said that they often encounter different technical problems such as a particular server is down or the internet speed is slow, and because of these problems they do not feel interested to learn English by using technology. According to some students, this occurrence is not rare that they start looking for a particular type of language learning material in internet and after a while they start watching funny videos in YouTube, or start playing games, or downloading Hindi songs, or browsing social networking sites etc. Similarly, some students said that technological devices are expensive, and for this reason, they cannot use different types of technology to learn English. Interestingly, 3 students said that they do not find any problem while using technology in learning English. Some students said that by using technology, they can learn at their own pace and learn independently and, can monitor and evaluate their own learning process. They said that this opportunity offered by technology motivates them to learn English. One student explained that by using reputed EFL websites he can test his existing level of English proficiency, and can also know in which area he should work more. It often happens that he does not understand some parts of a class lecture but, by using internet, he can learn that specific part by his own and sometimes he can learn a lesson in advance. He also said that to keep a record of his own learning process, he uses e-diary. Besides, a good number of students said that by using social networking sites, everyone can share their ideas equally, and this encourages them to practice English language by using social networking sites. These students said that Classroom is not an ideal place for them to share thoughts as they cannot express themselves in face-to-face situations because of fear and shyness. They added that in social networking sites, they do not hesitate to involve in interactions since the interaction here is not face-to-face.

(ii)   Availability of Material
        Among 140 students, 50% students of private universities and 43.33% students of public universities said that they prefer both computer-based materials and paper-based materials, and they also explained the reasons behind their choice of both types of materials. In total, 47.14% students said that they prefer both types of materials for learning English language. Majority of

these students said that by browsing internet, they can get unlimited number of free materials and activities. And, according to them, this is one of the best facilities provided by the internet which help them a lot in learning English language. Besides, they said that computer-based materials can be stored as soft copies in computers or in pen drives or even in a virtual space, and can be accessed at anytime and anywhere. On the other hand, they said that they like paper-based materials because they can use pen to mark or underline important words and sentences.

(iii) Technical Provision

However, 35% students of private universities and 30% students of public universities said that they prefer computer-based materials. In total, 32.86% students said that they prefer to use computer-based materials for learning English language. These students said online-based materials are mostly free, and that is why, they prefer online-based materials. Lastly, five students said that computer-based materials are preferable because it is eco-friendly while to produce paper, we need to cut down trees. Overall, 20% students prefer paper-based materials. Majority of these students said that they prefer paper-based materials over computer-based materials because they feel uneasiness in their eyes while reading on computer screen, and they often feel their eyes blur.

Students were asked to give their opinion- whether Facebook has a positive impact in the learning of English language or not. To answer this question, 93.75% students of private universities and 95% students of public universities said that they use Facebook. In total, 94.29% students use Facebook and among these 54.55% students said that Facebook has a positive impact in their learning of English language. While explaining how Facebook helps in learning English, majority of these students said that they have knowledge of different grammatical rules of English language but hardly get the opportunity to apply those rules in everyday life or to practice the language outside the classroom. They said that Facebook gives the opportunity to interact with other people in the English language regularly. Regular interaction in Facebook has a positive influence in developing their English reading, writing, and communication skills. Besides, many students said that from peoples' posts and comments, and by chatting with others in Facebook, they learn new words, correct spelling of word, and also learn more grammatical rules. Moreover, according to some students, discussions in Facebook groups are very much helpful because through discussion forums they become familiar with realistic and authentic English language. They added that by participating in discussions, they can learn new words from other people, and can practice and develop writing skill. Further, there were some students who said that Facebook gives unique opportunity to interact with the native speakers which in turn helps them to know the culture of the native speakers.

(iv) Skill Development

Majority of these students stated that though posting, commenting, chatting, and group discussions in Facebook help to develop their English reading, writing and communication skill, Facebook also has negative impact on their learning as people have a tendency to use broken words, grammatically incorrect words and even Urdu in Facebook. Besides, according to some students, Facebook is useful only when they get the chance to chat with more proficient learners of English and who are the native speakers of English language. Altogether, 26.52% students said that Facebook negatively influences the learning of English language. When they were asked to tell the reasons, majority of these students said that people use broken, informal and grammatically incorrect English sentences in Facebook. This trend of Facebook encourages the

students to use informal and grammatically incorrect sentences. They added that sometimes people use Urdu and even mix Urdu words with English words in Facebook. And, this works as a barrier in their learning of English language. Moreover, according to some students, many persons in Facebook do not know English as it is a social community of different types of people, and for this reason, they cannot learn anything from them. Apart from this, one student said that Facebook cannot be utilized as an online platform of English language learning as it consumes much time.

(v) Effective Measures

Further, many students said that various types of accents can be learned by watching movies and by listening to songs. They further added that in this way, they can develop their listening skills and also can learn pronunciation of words. Furthermore, some students said that they can learn new words and the usage of those words in different situations by watching movies. Moreover, some students explained that knowledge about the culture of English speaking countries is vital n in learning English efficiently, and English movies and television serials help them to know the values, social customs and way of thinking of the people of English speaking countries. Lastly, according to the three students, a specific topic can be clearly understood by using audio-visual aids. They added that visualization of something helps them to learn better, whereas book reading and teachers' lecture are not helpful for them in learning English. On the other hand, according to the 5% students, teachers' lecture is more helpful in understanding a topic clearly while audio-visual aids cannot help much in understanding a topic. 25 students (31.25%) students of private universities said that they use Moodle. On the other hand, no student from public university said that he uses Moodle. Majority of these students said that in Moodle, they easily get the resources provided by the teachers. They can know the grades they got in their exams and assignments, and can also get feedback from the teachers. Besides, according to some students, by using Moodle, they can interact with their classmates and teachers at their own convenient time and place. Similarly, some students commented that they like to use Moodle because the discussions in Moodle allows them to easily interact with their friends, share their writing, and comment on one another's work. They said that to improve their English writing skill, these interactions help a lot.

Among the students, 95.38% students of private universities and 90.48% students of public universities said that mobile apps help in learning English. In total, 76.43% students said that they use mobile apps and among them 93.46% students said that mobile apps are helpful. These students said that they use various English language learning apps such as "Hello English: Learn English", "Enguru", "Evernote", "Speak English", " Learn English By Conversation", English learning apps offered by British council, "IELTS practice test", "Academic flip words", "GRE vocabulary" and, mobile dictionary. According to them, these apps provide good quality materials such as conversations, meaning of different words with synonyms and antonyms, lessons on different grammatical items, lessons on how to talk in different contexts etc. Along with this, these apps provide effective exercises such as reading the passage and answering the questions, listening to conversation and answering the questions, translation tasks, different types of language learning games such as choosing the right answer game, unscrambling the words of a sentence etc. The students said that these materials and exercises help them to practice English skills, to learn grammar, to learn new words and improve vocabulary, to know the contexts of different words, to learn correct spelling and pronunciation of words etc. Further, these students expressed that mobile apps are convenient for language learning as they give the opportunity to

learn language at anywhere and anytime. Furthermore, students stated that it often happens that teacher progresses too quickly in the class, and because of this, they cannot understand anything or cannot match with the pace of class. In this case, mobile apps play the role of a teacher outside the classroom and enable them to learn at their own speed. On the other hand, few students said that they do not consider mobile apps as useful language learning tool. Poor quality materials and exercises are found in many mobile apps, and for this reason, these students do not consider mobile apps as useful language learning aid. They expressed that no one should rely on mobile apps since these can hamper the learning of English. These students said that mobile apps cannot positively influence the learning of English because using mobile apps consume much time but they cannot learn anything. The researcher found that none of the students of the present study use blog for personal communication or for English language learning.

Analysis of Teachers' Response

(i) Activity Based Teaching

Majority of the teachers said that absence of regular power supply is a common issue in Pakistan. Besides, universities do not provide adequate computer facilities for teaching and learning. These teachers expressed that because of these problems, they cannot always use technology in the classroom. They added that it is a common phenomenon for them that computers get infected with viruses, and for this reason, they cannot open a file or look for a particular type of material in the computer. They said that these problems negatively impact the learning and teaching of English language in the classroom. Likewise, some teachers said that technology provides the students with lots of materials, and because of this facility, students develop the practice to copy and paste contents. They added that the tendency to do plagiarism destroys students' original thinking and creativity. Teachers were asked whether use of technology increases their students' motivation to learn English or not. To answer this question, 72.22% teachers of private universities and 70% teachers of public universities said that use of technology motivates their students to learn English. Altogether, 71.43% teachers said that technology motivates their students to learn English. It is noticeable that a greater part of these teachers also commented that only a well-planned technology-based lesson which meets the needs and interests of the students, can motivate learners. However, while explaining how technology motivates the students, majority of the teachers said that internet provides lots of different authentic materials, and this facility provided by the internet motivates the students to learn English by using technology.

(ii) Digital and E-Learning Support

Further, according to many teachers, book reading does not excite students anymore, and the students of present generation want to learn by using real pictures, images, animations, and video clips etc. They added that students of present generation do not like to learn by reading a story from the book. Rather, they want to learn by watching the animated narration of the same story. Some teachers said that interaction with the classmates, teachers, and native speakers of English language in social networking sites motivate the students to learn English by using these online platforms. The teachers added that students get motivated by social networking sites because in these platforms, sharing of ideas and learning from one another can be possible easily. According to these teachers, computer-based materials and paper-based materials serve different purposes. They said that internet provides various types of materials including animation movies,

and video clips which are very much helpful in practicing English listening and speaking skills. They also said that computer-based materials can be stored and accessed easily from anywhere and at any time. Besides, some teachers said that hyperlinks promote interactive reading because during online reading, students can click on the hyperlinks and instantly go to another page and read that page.

(iii) Operative and Result Oriented Process

28.57% teachers have preferred computer-based materials and 25% teachers have preferred paper-based materials respectively. The teachers who have preferred computer-based materials said that online-based materials can be collected easily because these are mostly free and students do not need to go to book store to search for and buy books. Some teachers prefer computer-based materials because the soft copies of the books or online-based materials can be stored and carried easily in mobile phones or in pen drives or even in virtual space, whereas students often forget to bring books in the class as books cannot be stored and carried in this way. 77.77% teachers of private universities and 50% teachers of public universities said that they use Facebook in English language teaching. Among them, 57.14% teachers of private universities and 80% teachers of public universities said that Facebook has a positive influence in learning English. In total, 67.86% teachers said that they use Facebook in English language teaching and among them 63.16% teachers commented that Facebook helps in effective English language teaching and learning. While explaining how Facebook helps in teaching and learning English, majority of these teachers said that creating pages or groups is one of the advantages of using Facebook in English language teaching and learning. Besides, according to many teachers, in Pakistan people use Urdu for daily communication. They expressed that for this reason, students are not always exposed to English language and cannot learn English effectively. And, they commented that this problem can be solved by using Facebook since Facebook exposes the students to English language and culture. They added that in Facebook, students are always exposed to English language by involving in discussions on English language learning groups, by chatting with friends in English, by watching videos, and by reading English news etc. According to the teachers, these activities help the students to develop their English language skills.

(iv) Quality Language Teaching

94.44% teachers of private universities and 90% teachers of public universities said that they use audio-visual aids in the classroom. Among them, all the teachers said that audio-visual aids are helpful for English language teaching and students' learning of the language. Majority of the teachers said that in Pakistan, everyone speaks Urdu in their everyday life. For this reason, the students do not get to see the use of English language in real life situations, and by watching movies or video clips, they can learn how native speakers use the language in their everyday life. Again, many teachers said that they design different types of activities such as role-plays, quizzes, fill-in-the blanks, debates, and summary writings etc. based on the movies, and these activities help to develop the students' English language skills, and to learn new words, grammar and correct pronunciation of words. Some teachers also commented that movies can help the students to know about the culture of native speakers, and knowledge of culture plays a vital role in learning the language effectively.100% teachers of private universities and 75% teachers of public universities said that mobile apps are helpful in English language teaching and learning.

In total, 42.86% teachers said that they use mobile apps and among them 91.67% teachers said that mobile apps are helpful in English language teaching and learning.

(vi) Increasing Efficiency

In the first place, many of them said that they suggest and make their students to use particular English language learning apps or mobile apps such as "Spelling Bee", "Vocabulary.com", "AWE-Academic Writing in English", different English learning apps offered by British Council, "Academic flip words" etc. to practice English language skills. Moreover, they expressed that these apps help their students to learn new words, to learn grammar, to learn spelling and correct pronunciation of words, and to learn the usage of English in different contexts by providing good quality language learning materials and activities. On the other hand, among the teachers who use mobile apps, 1 public university teacher argued that mobile apps are not helpful in students' English language learning. She mentioned two reasons for not considering mobile apps as useful language learning aid. Firstly, she said that students enjoy using social networking apps but they do not like to use English language learning apps. Secondly, she argued that in majority of the cases, mobile apps provide bad quality language learning materials. Additionally, among the teachers who do not use mobile apps, some teachers expressed that they do not use and recommend mobile apps in English language teaching and in students learning because they do not know much about English language learning apps. Only one teacher says that he reads blogs of other people. He said that he reads blog just to know about interesting thoughts and ideas of people.

Findings

The researcher has found that both the public and private universities do not provide enough technological facilities to the students. Though private universities have technological facilities for the teachers and students to some extent, the situation of public universities is much worse in case of having these facilities. The researcher noticed that except one private university, all other surveyed private universities have multimedia projector, computer, and internet in every classroom. Whereas, surveyed public universities provide multimedia projector and computer in one classroom only in the whole department. Similarly, two private universities provide virtual learning environment such as Moodle but no public universities provide this kind of facility to the students and teachers. So it seems that private universities have more technological facilities than public universities. In spite of this; the researcher noticed that only one University has interactive whiteboard which the other private and public universities do not have. Besides, private universities are not also fully equipped with technological facilities. During class observations, the researcher has found that the teachers cannot take the class properly because the server is often down and the internet speed is also very slow in the private universities. So, it seems that both the public and private universities are not fully equipped with technological facilities. However, though computer-aided learning has been preferred by 25% students while teacher-led traditional learning has been preferred by only 3.57% students, 71.43% students have preferred the combination of computer-aided learning and teacher-led traditional learning.

Dictionaries are considered to be an essential tool in foreign language learning. By using dictionaries, students can access the meaning of new word quickly and easily. The analyzed responses of the students show that 65. 71% students use mobile app-based dictionary, the same number of students (60.71%) use online dictionary and paper-based dictionary, 21.43% students use CD-Rom dictionary, and 5% students use pocket electronic dictionary. Besides, this type of

dictionary allows the students to access the meaning of different words anywhere and anytime. Moreover, mobile-app based dictionary helps the students in their "understanding and comprehension of vocabulary, word use and phrasing" (Levy & Steel, 2015, p.188). Perhaps, because of these reasons, the students use mobile-app based dictionary more than other types of dictionaries in English language learning. 47.14% students said that they prefer both computer-based materials and paper-based materials in English language learning. These students also mentioned several reasons for liking both types of materials. For instance, they said that websites supply them lots of free materials and activities which are very much helpful for their English language learning. Besides, they said that they like computer-based materials because computer-based materials can be stored even in a virtual space and can be accessed at anytime and anywhere. On the other hand, they said that they like paper-based materials because they can use pen to "underline certain lines, circle some words, or leave a few marks on the paper" (Tseng, 2010, p.101).

> "Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2acquisition presuppose motivation to some extent" (Dornyei, 1998, p.117).

Further, multimedia technology seems to motivate students with the help of audio, visual, and animation effects, and this is evident in the responses of the teachers. According to many teachers, students do not like to learn from book reading or traditional classroom activities anymore; rather, they get highly motivated to learn when the teacher uses real pictures, images, animations, and video clips etc. These teachers explained by giving example that student get motivated to learn when they see an animated narration of a story or movie but do not feel interested to learn by reading the same story from the book. Furthermore, some teachers commented that technology motivates their students to practice the language by giving the chance to interact with others including classmates, teachers, and native speakers of English language. The teachers added that this kind of interaction in online platforms enhances their students' motivation because they can share and develop their thoughts and ideas easily, and can learn from one another. Moreover, during the class observations also, the researcher found that students get more motivated when the teacher uses technology in teaching. So, the use of technology seemed to create a lively classroom atmosphere and facilitated learning. This motivating learning environment is very much essential for successful second/foreign language learning since the students will take less input and will not learn effectively if he/she is not in an environment that encourages lower affective filter. "Facebook is the fastest growing and popular site on the internet which has more than 100 million members around the world" (Blattner & Fiori, 2009, p.19). It seems that Facebook is also popular in Pakistan since the majority of the students of the present study said that they use Facebook.

The researcher found that 94.29% students use Facebook and among these 54.55% students feel that Facebook has positive influence on their learning of English language. The students who use Facebook also explained how Facebook positively influences the learning of English language. For example, majority of these students expressed that they know different grammatical rules of the English language but do not get the opportunity to use those rules in practical life and to practice the language outside the classroom. They said that in this case, by using Facebook, they can practice the language outside the classroom since it is a virtual community where the students can interact with other people in the English language regularly.

And, by practicing the language regularly in this way, their English reading, writing, and communication skills develop.

From question number 19 of student questionnaire, the researcher found that 76.43% students use different types of English language learning apps and among them majority of the students feel that these apps help them in various ways in their learning of English language. In the first place, they mentioned various English language learning apps such as "Hello English: Learn English", "Enguru", "Evernote", "Speak English", " Learn English By Conversation", English learning apps offered by British council, "IELTS practice test", "Academic flip words", "GRE vocabulary" ,and mobile dictionary. Moreover, they also expressed how these apps help them in the learning of English language. They said that these apps provide various types of good quality materials which consist of conversations, meaning of different words with synonyms and antonyms, lessons on different grammatical items, lessons on how to talk in different contexts, choosing the right answer game, and unscrambling the words of a sentence etc. According to the students, these materials and exercises help them to practice English language skills, to learn grammar, and to improve vocabulary. Further, they argued that mobile apps are very helpful in English language learning since they can use apps to learn language at anywhere and anytime. They added that sometimes they cannot match with the pace of the class, and in this case, mobile apps work as a teacher outside the classroom and help them to learn at their own pace.

Audio-visual aids are regarded as an effective language learning tool. 95% students said that audio-visual aids help them in English language learning and they also explained how these aids help them. Firstly, majority of the students said that in Pakistan they do not get much opportunity to see the use of English language in real life situations. By reading text books they cannot learn completely how to apply grammatical rules and use the language in real life. They expressed that English video materials such as films help to overcome this problem by portraying the use of language in real life situations. Though both the teachers and the students use different types of technology in their everyday life and in English language learning, it seems that digital social media such as blog is not popular among them. The study found that none of the students use blog to communicate with their friends or to learn English. Among the teachers, only one teacher said that he reads blogs of other people to know about interesting thoughts. So it seems that students and teachers are not influenced by blog to learn English. Majority of the students said that they often find that a particular server is down and the internet speed is slow while using technology in learning English. And, they said that this discourages them to learn English by using technology.

Conclusion

In this modern age, digital technology has become an indispensable part of both the students' and teachers' lives, and it influences the way people think and learn. Technology helps the teachers to create a facilitating learning environment, and promotes learner autonomy and learner-centeredness. Moreover, technology especially online platforms enable the students to practice and learn English at their own convenient time and place. Students get motivated by learning English through using technology since technology provides unprecedented opportunities to learn English effectively. On the other hand, technology has some negative influences as well because some students get distracted from learning while using technology, some students develop the tendency of plagiarizing others' contents, and some students get influenced to learn and use incorrect English. Though use of technology mostly has positive

influences in students' learning of English language, teachers' guidance is still needed for effective learning. So the teachers should have in-depth knowledge about a particular technological aid, and should use it according to the context. However, in Pakistan, the positive influence of technology can be far-reaching if enough technological facilities can be provided for learning. The government of Pakistan is introducing digital technologies in all sectors of the country but it seems that higher educational sector is still deprived of enough modern technological facilities which are necessary for effective teaching and learning in this 21stcentury. Additionally, the students and teachers of public universities suffer more because they get less technological facilities for learning in comparison to private universities. So, universities should be equipped with more technological facilities so that the teachers and students can take the full advantage of using technology.

References

Allen, I. E. & Seaman, J. (2010). *Class difference: Online education in the United States, 2010*.

Alsulami, S. (2016). The effects of technology on learning English as a foreign language among female EFL students at Effatt college: An exploratory study. *Studies in Literature anLanguage*, *12*(4), 1-16.

Blattner, G., & Fiori, M. (2009). Facebook in the language classroom: Promises and possibilities. *International Journal of Instructional technology and DistanceLearning*, *6*(1), 17-28.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*,vol.*31*, 117-135.

Gündüz, N. (2005). Computer assisted language learning. *Journal of Language and Linguistic Studies*, *1*(2), 193-214.

Hossain, M. A., Salam, M. A., &Shilpi, F. (2016). Readiness and challenges of using Information and Communications Technology (ICT) in higher education of Bangladesh. *The Online Journal of New Horizons in Education*, *6*(1), 123-132.

Jones, J. F. (2001). CALL and the responsibilities of teachers and administrators. *ELT Journal*, *55*(4), 360-367.

Karim, Z. M. (2014). IT/ICT plan for higher education of Bangladesh: A significantinvestigation on present goes policy and upcoming policy recommendation. *Bangla vision Research Journal*, *14* (1), 34-40.

Levy, M., & Steel, C. (2015). Language learner perspectives on the functionality and use of electronic language dictionaries. *Re CALL*, *27*(2), 177-196.

Miangah, T. M., &Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems*, *3*(1), 309-319.

Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, *9*(5), 1-6.

Rahman, K. S., Paul, J. R., & Hasan, M. K. (2012). ICTs in the field of education in Bangladesh: Some salient features. *Elixir International Journal*, *47*, 8977-8985.

Raihan, M. A., & Han, S. L. (2012). Technology integration for meaningful learning – The Constructivist view. *Bangladesh Education Journal*, *11*(1), 17-37.

Shyamlee, S. D. (2012). Use of technology in English language teaching and learning: An analysis. *International Proceedings of Economics Development andResearch*, *33*, 150-156.

Stuparich, J. (2001).E-learning in Australia: Universities and the new distance education. *E-Learning in post-secondary education: Trends, issues and policy challenges ahead*. 3-4. Retrieved from https://www.oecd.org/edu/skills-beyond-school/1854142.pdf

Tseng, M. C. (2010). Factors that influence online reading: An investigation into EFL students' perceptions. *The Reading Matrix*, *10*(1), 96-105.

Warschauer, Mark (1996). Motivational aspects of using computers for writing and communication. In Mark Warschauer (Ed.), *Tele collaboration in foreign language learning: Proceedings of the Hawai'i symposium.*Technical Report#12.1-15.