การสอนภาษาอังกฤษโดยใช้ระบบเทคโนโลยีอินเทอร์เน็ตเพื่อการศึกษา
English Language Teaching Using the Internet Technology System for Education

นิภาพร เฉลิมนิรันดร*

Nipaporn Chalermnirundorn

วิทยาลัยครูสุริยเทพ มหาวิทยาลัยรังสิต, ปทุมธานี 12000

Suryadhep Teachers College, Rangsit University, Pathum Thani, 12000

*Corresponding author E-mail: nipaporn.c@rsu.ac.th

บทคัดย่อ

ปัจจุบันภาษาอังกฤษมีบทบาทสำคัญต่อการศึกษาซึ่งในอดีตที่ผ่านมาการสอนภาษาอังกฤษโดยทั่วไปจะเป็นในรูปแบบการสอนแบบดั้งเดิม อย่างไรก็ตามวิชาภาษาอังกฤษในวันนี้ได้มีการพัฒนาควบคู่ไปกับความเจริญทางเทคโนโลยีและระบบอินเทอร์เน็ตซึ่งมีส่วนช่วยให้ผู้เรียนสามารถเรียนได้อย่างมีประสิทธิภาพและไร้ขอบเขต โดยการเข้าถึงกิจกรรมการเรียนรู้ที่เน้นการปฏิบัติจริง รวมถึงมีแหล่งความรู้ออนไลน์ที่หลากหลายและมีการนำเครื่องมือทางเทคโนโลยีมาใช้ประโยชน์เพื่อพัฒนาผลสัมฤทธิ์การเรียนรู้มากขึ้น บทความนี้มีวัตถุประสงค์เพื่อนำเสนอมุมมองเชิงลึกของการใช้เทคโนโลยีเพื่อการเรียนการสอนภาษาอังกฤษในระบบการเรียนการสอนแบบซิงโครนัสและแบบอะซิงโครนัสและเผยแพร่กลยุทธ์การเรียนการสอนแบบผสมผสานซึ่งเป็นการเรียนการสอนอีกทางเลือกหนึ่งที่มีประสิทธิภาพ จากนั้นจะนำเสนอคำตอบและแนวความคิดเกี่ยวกับการเรียนการสอนภาษาอังกฤษและการใช้เทคโนโลยีซึ่งได้จากการสนทนาและสอบถามนักศึกษาระดับบัณฑิตศึกษาด้านการศึกษา เพื่อให้เห็นภาพที่ชัดเจนของการเรียนการสอนแบบผสมผสานระหว่างการเรียนการสอนแบบดั้งเดิมและการใช้เทคโนโลยีเพื่อการเรียนการสอนภาษาอังกฤษ ทั้งนี้ผู้เขียนคาดว่าบทความนี้จะนำไปใช้ประโยชน์สำหรับการเรียนการสอนภาษาอังกฤษและช่วยพัฒนาความสามารถด้านภาษาอังกฤษของผู้เรียนในประเทศไทยและทุกแห่งให้มีประสิทธิภาพและทันสมัยมากขึ้น

คำสำคัญ : เทคโนโลยีอินเทอร์เน็ต, การสอนภาษาอังกฤษ, การสอนแบบดั้งเดิม, การเรียนการสอนแบบผสมผสาน

Abstract

At present, English is playing a major role in education. Formerly, English language teaching (ELT) was basically delivered through traditional classroom methods. Today's English language classrooms; however, are evolving alongside advances in technology and the Internet to assist the students to learn effectively and endlessly with more exposure of hands-on activities, and a variety of online educational resources. More technological tools have been increasingly introduced and utilized to enhance language learning achievement. Thus, this paper aims to present more in-depth perspectives regarding modern technological tools for ELT; synchronous e-learning and asynchronous e-learning and propagate an effective alternative teaching and learning strategy which is called blended learning. At the end of this paper, the responses and perceptions concerning ELT pedagogy and technology obtained from the author's discussion with the graduate students in Education are provided to shed some light on the blending of traditional pedagogy and technology use in ELT. The author expects that this paper may substantially contribute to more effective English language teaching and learning and yield well-timed progress and improvement in students' English proficiency in Thailand and all around.

Keywords: Internet Technology, English language teaching, Traditional pedagogy, Blended learning

Introduction

"Education is for everyone and endless."

King Bhumibol Adulyadej (1927-2016)

English has been playing a major role at every level of education in a number of countries around the world, including Thailand. In today's twenty-first century education as well as society, English is apparently the source of assessing all kinds of knowledge in students' major fields of the study. To simply put, the students need sufficient English language skills when accessing the required information from English resources and data to complete their tasks, assignments, projects, studies - to name just a few.

Generally, English has been chosen as a medium of instruction in any foreign universities, and certainly the students who decide to obtain degree programs abroad are required to have fluency in English. In addition, the fluency and the competency in English obviously assist graduates to find and get into high-quality or high-paid jobs in reputable companies. The companies would, of course, prefer the applicants with satisfactory English proficiency since these people are more likely to be efficient in their jobs and able to carry out a number of tasks such as finding information from foreign sources, utilizing the online sources, doing business, and communicating with other foreign companies, and so on.

Since the beginning of English language teaching (ELT) field, teachers and all stakeholders have been looking for ways to come up with the better teaching and learning process. Not until the 21st Century, classroom instruction in ELT was basically conducted and delivered via traditional classroom methods. For several decades ago, chalkboards, textbooks, paper, pencils were mainly used for teaching and learning. In such scenarios, subject contents and information were introduced and transferred through lectures or at best, whole class discussion. By this way, the students were given the opportunity to ask questions on concepts they did not understand and an assignment was given for them to demonstrate their knowledge after the teaching process (Simpson, 2013). Even though the students have gained benefits from these traditional classroom methods, a number of educators, teachers, curriculum designers, etc. are currently keeping looking for the more effective ways to educate the students.

At present, English language is gaining a strong position in education, businesses and other disciplines in Thailand; however; Thailand is still finding itself at a disadvantage. To simply put, the language standards required for international communication are not yet met here. In spite of ongoing reforms in education, policies and initiatives, the progress in ELT in Thailand has been slow until now. One of the reasons is probably that Thai students are likely to have limited opportunities to use or practice English as well as lack exposure to out-of-class or hands-on activities.

Today's language classrooms are obviously distinct from that of in the past several decades and the main focus on language education in the 21st century is no longer on grammar, memorization, or learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the world (Parvin & Salam, 2015). Certainly, English language teaching is evolving all the time, especially alongside advances in technology in the

21st Century. According to Simpson (2013), students appear to learn most effectively and endlessly when they are exposed to teacher-guided instruction, hands-on activities, group work, and a variety of educational resources. With the introduction of computers, digital devices and a variety of technological gadgets nowadays, ELT pedagogy in the classroom around the globe, including Thailand has drastically changed and more hands-on activities are provided to the students. To put another way, traditional notions of education are being replaced with more innovative ways of thinking in terms of how we teach, learn and acquire all kinds of knowledge. In short, technology has been increasingly introduced and utilized in ELT to assist and enhance language learning achievement. As Parvin & Salam (2015) claim that it is now rare to find a language class that does not use some form of technology.

As a matter of fact, technology has been considered as one of the most innovative tools that are used for more effective education. In the ever-changing world, schools around the world have been well equipped with digital devices, technological gadgets and certainly the Internet. To this day, it is becoming increasingly imperative for teachers to incorporate technology use in their teaching, lessons, tasks and activities. With the implementation of new emerging technologies, instruction can be conducted in a lot of ways in order to distribute information as well as foster student-centered pedagogy. In other words, students tend to have more opportunity to experience more learning through various methods in a more exciting learning environment when teachers apply technology in their instruction.

Mofareh (2019) states in his recent article that the use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. To this statement, it can be assumed that in general technology has been accepted as an essential tool in teaching and learning contexts in ELT at the moment. The unique qualities of technology usage such as convenience and flexibility may provide students with pathways to independent learning, creativity, spontaneity, deep understanding, critical thinking and the development of multiple forms of collective intelligence which are the attributes needed in this century education. In addition, effective usage of technology will also enormously increase the students' capacity to access numerous resources for the topics they want to learn without depending on anyone. Independent learning subsequently involves problem solving skills, decision making skills, creativity, risk-taking, and inter-personal skills; however, these will only be achieved with the proper usage of technology.

In the light of all mentioned above, the current article is being undertaken to present more in-depth perspectives regarding the Internet technology system and modern technological tools for English language teaching (ELT) context, and afterwards attempt to propagate an alternative teaching and learning strategy by discussing literature on current trends in blended learning strategy with a range of traditional ELT pedagogy and modern technology usage. In the later part of the paper, the author will then

include the graduate students' responses and perceptions obtained from the author's discussion with them on technology and ELT pedagogy. Finally, implications for future practice and design of technological use in ELT are to be provided.

All in all, the author is expecting that this paper may make a substantial contribution to more effective English language teaching nowadays and in the future as well as yield timely progress and improved student proficiency across every English language skill in Thailand and on the whole.

Objectives

1. To present more in-depth perspectives regarding the Internet technology system and modern technological tools for English language teaching; synchronous e-learning and asynchronous e-learning.

2. To propagate an effective alternative teaching and learning strategy which is called blended learning.

3. To shed the light on the blending of traditional pedagogy and technology use in English language teaching.

Discussion of Content

The author begins this section with the elaboration on traditional pedagogy in English language teaching (ELT), in-depth perspectives concerning the Internet technology system and modern technological tools for ELT contexts, then continue with the propagation of blended learning as an alternative teaching and learning strategy in ELT with the usage of traditional pedagogy and modern technology. The author will end this part by providing the factual responses and perceptions

in respect of technology and ELT pedagogy obtained from the author's discussion with her graduate students in Education.

Traditional Pedagogy in English Language Teaching

Up until now, it is undeniable that a number of institutions and schools in Thailand are still giving English instruction by traditional methods; for example, via lecture, drilling, practice, whole group discussion, etc. A lot of English teachers are still following the same traditional ways of teaching which are usually teacher-centered. Teachers transfer skills, knowledge as well as teaching and learning information to the students and obviously all learning processes are controlled by the teacher. At the same time, teachers tend to expect the students to memorize all learning contents, rules, vocabulary and skills from the course books. Although the aforementioned traditional pedagogy has been proved for the effectiveness and the achievement in ELT students' learning for several decades, a number of studies have recently revealed a lot of shortcomings of this kind of pedagogy, especially in ELT field nowadays as follows: (Simpson, 2013)

- It is not applicable for all students with different learning styles. The students who do not possess an auditory learning style are likely to have a harder time being engaged only by lectures.

- Students can have frustration in what they should memorize from the lecture.

- Students can possibly find the lecture boring, dull and subsequently lose their interest in all learning contexts.

- With the shy students, it is quite hard for them to ask teachers questions during the lecture.

- With not much opportunity for idea sharing and knowledge exchanges in the classroom, teachers may not obtain the true information regarding the students' engagement and understanding of the learning contents.

According to the limitations of the traditional pedagogy in ELT above, the use of the Internet technology system has come to play in ELT nowadays for alternative and effective ways of teaching and learning. The following section, the use of modern technology in ELT is to be provided together with its strengths and weaknesses.

The Internet Technology System for English Language Teaching

Parvin & Salam (2015) point out in their paper that the style of language teaching has changed over the years. In ELT nowadays, not only every type of teaching but also of learning has been supported or even replaced with technology and the Internet. With the introduction and implementation of modern technological tools, student engagement in authentic and meaningful interaction emerges. Additionally, Parvin & Salam (ibid.) also claim that technology-supported language learning is at least as effective as human teachers, if not more so.

The introduction of modern technological tools in ELT can stimulate teachers and students to work in innovative ways. With the modern technological tools; synchronous e-learning and asynchronous e-learning mentioned in the previous parts, students are now allowed to enter into the world with more exposure to a wide variety of languages and cultures in more meaningful virtual learning contexts. In addition, with technology-assisted teaching materials, teachers become more assured of allowing the students to be more autonomous by supporting them to learn, explore, discuss, analyze, reflect, find the solution, and complete the learning tasks independently.

The students in ELT are more probable to manipulate their linguistic input more efficiently with the previously mentioned technological applications since they provide the students with a great deal of control and interactions. The social interactive aspects in both types of e-learning consequently help in enhancing the social aspects of language acquisition. With real-time learning sessions and flexible accessibility, the students appear to view the language learning as a socialization process since they are given opportunities for authentic social interactions to practice real-life skills and knowledge via collaboration, discussion, authentic projects and tasks – to mention a few.

Mofareh (2019) states in his recent paper that the use of the modern technology is considered as a method to get the English language students motivated and highly implicated and the merits of using technology are presented by him as below.

- As the students normally react with the subject, the use of technology in ELT is more likely to be interesting and motivating.

- Technology plays a crucial role in the English language teaching process sine it helps enhance timely understanding and enable the students to learn better.

- Modern technological tools facilitate the communication between teachers and students via a variety of channels and this leads to more effective teachers' performance.

- Both teachers and students appear to endlessly access a wide variety of English language teaching and learning resources and curriculum with the use of modern technology such as e-books, online publications, references, and so on.

- Students tend to have more opportunity for independent learning with modern technology and this later will better groom them for the future.

Modern Technological Tools for English Language Teaching

It is universally known that the field of English language education is changing at a very fast rate in this century. Traditional notions of pedagogy are giving way to more innovative ways of about learning, teaching as well as acquiring knowledge. More tech-savvy students are more prone to have a world of resources and information at the tip of their fingers. In other words, they are more aware of the Internet and other topics concerning technology. This is probably the main reason for traditional, teacher-centered, and authoritative attitudes of teaching and learning are giving way to more collaborative, student-centered approaches. As Pappamihiel & Walser (2009) claim in their paper, traditional ways of assessing language acquisition are inadequate in today's world.

In reality, English language teaching and learning does not only occur in the classroom and students' learning should not stop after they leave the classroom. The current trends of English language teaching are moving in such a way as to empower the students to communicate with others across the globe in real time. Students and teachers should always utilize technological devices in order to engage in student-teacher interaction as well as peer-to-peer connections. Mobile devices and web-based language teaching and learning activities are increasingly becoming an exciting and growing field in ELT since they can be easily created by teachers with the availability of technology in educational institutions. With these technological resources available nowadays, the possibilities for development of educational technology in ELT become plausible.

According to Lever-Duffy & McDonald (2009), educational technology is considered as a full range of media use for teachers to enhance their instruction and students' learning, including how to design, develop, utilize, manage, and evaluate the learning processes and resources related to technology use. ELT is no exception. Teaching and learning English through the web and advances in information technology provide opportunities to create well-designed, interactive, learner-centered, efficient, and flexible e-learning environments. In other words, new integrated environment for teachers and students is provided through these well-designed, easy to learn and easy to use tools and this is likely to let the students feel positive about learning. In the following section, the author is to provide some very popular web-technologies which are used in ELT together with their applications for ELT pedagogical contexts.

In today's ELT classrooms, it is evitable for teachers to be well-prepared to provide technology-supported learning opportunities for their students. Sufficient foundation and competencies in technology are needed for their effective teaching and successful students' learning. Learning English through the web and using new technological trends are currently and widely accepted and of course, going through the

Internet is an alternative way to study English in this century. Here are some popular web-technologies which are used in education as follows:

Synchronous e-learning vs. Asynchronous e-learning

Online learning or e-learning refers to teaching and learning processes that are carried out through network and a variety of technology. As one of the fastest growing trends in ELT, e-learning provides e-content in an online classroom, instructors, learners, interactive tools, modes of interaction (Shahabadi & Uplane, 2015). E-learning has opened up ELT discipline of possibilities for delivering instruction, content knowledge as well as training of new skills. Online learning or e-learning is classified into two modes including synchronous e-learning and asynchronous e-learning.

Synchronous e-Learning

According to Perveen (2016), synchronous e-learning, refers to a kind of learning and teaching that takes place simultaneously via an electronic mode with the synchronous voice, or text as well as chat rooms for teacher-student and student-student real-time interaction. This offers an opportunity for chat, video-conferencing, and face-to-face communication. With this real-time interaction, it is possible for a group of students to engage in learning at the same time, ask questions, receive answers, collaborate with other students and get their tasks done straight away. Synchronous e-learning in ELT include live webinars, instant messaging, video conferencing, virtual classrooms – to name just a few.

Concerning the benefits of synchronous e-learning like video conferencing as one of the most popular tools in synchronous instruction, the students are likely to possess the sense of connection to the teacher despite being at a distance from the teacher. Using video as a means of meaningful interactions helps facilitate the teachers in getting the students engaged in a pedagogical concept as well as the subject contents, and at the same time minimize a sense of distance which can emerge when sitting a distance from the teacher and their peers. In this more social way of pedagogy, both teachers and students are more likely to avoid frustration since they can ask and answer questions in real time and instant feedback can be provided to the students in any synchronous sessions. Obviously, without much cost this makes all participants feel involved and stay engaged as well as motivated rather than isolated.

In spite of several benefits of synchronous e-learning mentioned here, teachers should take some challenges of this sort of learning into account. Perveen (2016) has stated in her recent article that some of the challenges of synchronous e-learning appear to be related to the need of the students' availability at any given time, and also the availability of a good bandwidth Internet. Once in a while, any attendees can feel frustrated with upcoming technical problems. For this reason, it is essential for teachers to assure that the instructional design is carefully devised before and during the session of synchronous e-learning. Since synchronous e-learning is more teacher-oriented; therefore, all activities given on this platform should help broaden the scope of synchronous communication from teachers or teacher-student discussion. (Parveen, 2016).

Asynchronous e-Learning

Asynchronous e-learning, on the other hand, is the most adopted method for online education since students are not time bound and can respond at their leisure (Parveen, 2016). Due to its flexibility and convenient accessibility, this kind of e-learning has become one of the most prevalent and trendy modes of online ELT pedagogy these days. By being prone to more student-centered, the students can access and complete courses anytime and anywhere; in other words, they take part in learning without constraints of being at a certain place or at a certain period of time. Shahabadi & Uplane (2015) define asynchronous e-learning as "an interactive learning community that is not limited by time, place or the constraints of a classroom"

Asynchronous e-learning provides a number of advantages for students' learning and learning processes. It gives the students the freedom to complete tasks, course materials, assignments, and so on since it does not hinder the students by place or time. Once the students have access to the Internet, they are free to do the tasks with readily available materials in the form of audio and video lectures, handouts, articles and power point presentations, etc. Asynchronous e-learning does not normally take place in real time as synchronous e-learning; nevertheless, it apparently allows the students to share learning contents, thoughts, viewpoints, and even questions with the teacher and also other peers. Some examples of asynchronous e-learning in ELT can be in any form of Email, Blogs, Online discussion platforms, or pre-recoded audio/visual lessons or webinars.

Even though the course materials can be accessed anytime anywhere and endlessly via asynchronous e-learning, one of the limitations of asynchronous e-learning is that the students may not receive an immediate response from the teacher or other participants in the platform. The delayed response; however, may allow the students to have an opportunity in using their high order learning and critical thinking skills. In other words, the students have no option but have to think about and figure out the solution of the problems by themselves. Parveen (2016) mentions that with asynchronous e-learning, the spontaneity of expression is replaced by a constructed response; hence, asynchronous space leads to a self-paced, student-centered, and eventually independent learning.
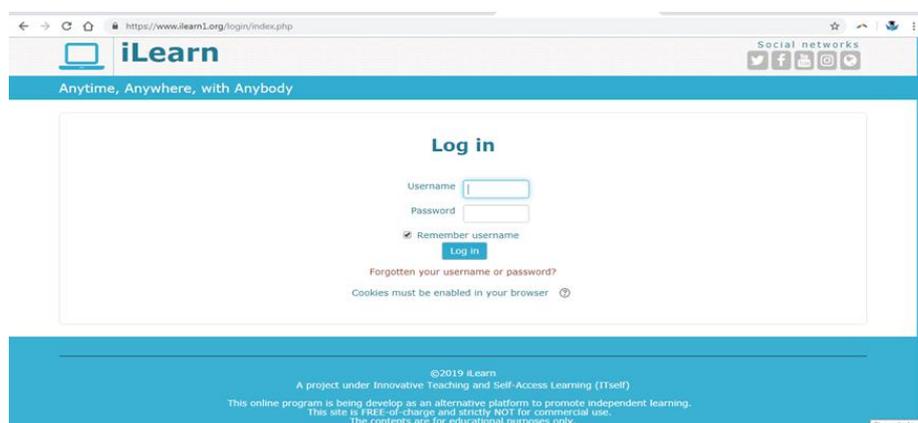

Figure1: Asynchronous e-Learning

One of the very popular innovative tools of asynchronous e-learning in ELT is Learning Management System (LMS). LMS is a set of tools that houses course content and provides a framework for communication between students and teachers like a classroom (Parveen, 2016). LMS can be developed by institutions; for example, the LMS as in the picture above has been created and used by the author and a peer teacher in teaching and learning English or alternatively any users can either utilize an open source or purchase an LMS. The process of teaching and learning is enabled by the Internet with the purpose of complementing classroom instruction. With more portable and flexible methods, LMS facilitates, creates, administers, distributes and manages all learning tasks and activities. All teaching and learning contents as well as tests on LMS are online and mobile. This literally means that teachers do not have to use or deliver any paper-based teaching materials in the classroom. In addition, feedbacks are given to the students without evaluating marks from exam papers. By just clicking on buttons, the exam results can be viewed by the students at any time. Figure 1 below summarizes attributes, benefits, constraints as well as some examples of synchronous e-learning and of asynchronous e-learning in ELT.

	Synchronous e-learning	Asynchronous e-learning
Attributes	- Teaching & learning taking place simultaneously - Real-time teacher-student; student-student interactions - Offering opportunities for chat, video-conferencing, face-to-face communication	- Online education without real-time features - Flexibility & convenient accessibility - An interactive learning community without limit of time and place
Benefits	- Sense of connection to teachers - Meaningful interactions - Student engagement in pedagogical concepts & subject contents - Minimizing a sense of distance	- Sharing knowledge, thoughts, questions, etc. anytime & anywhere - No constraints of being at a certain place or time - Availability of audio/visual materials, video lectures at all time - Freedom of learning and completing tasks
Constraints	– Requiring students' availability at any given time - Requiring the availability of a good bandwidth Internet - Frustration due to technical problems	- No immediate responses from the participants - Requiring high order learning & critical thinking skills due to delayed responses - No spontaneity of expression on the class sessions
Examples of Tools in ELT	- Webinars; instant messaging; video conferencing; virtual classroom; and so on	- Emails; online discussion platforms; pre-recorded audio/visual lessons; webinars; LMS; and so on

Figure2: Synchronous e-learning vs. Asynchronous e-learning

Which one is right for you and your students?

- When comparing synchronous e-learning and asynchronous e-learning, it is evident that both have advantages and disadvantages. It can be said that teachers need to logically decide which type is the most effective way to support the students at any given time or how to utilize both methods simultaneously for the satisfactory effectiveness. Also, the teachers need to keep in mind that the selected tools should offer optimum benefits to the students, meet the learning objectives as well as the students' level, and provide more advantages than drawbacks.

Drawbacks of Using the Internet technology System in ELT

In a number of countries, including Thailand; nevertheless, the application of technological tools in ELT are still not in a full scale. Several studies on technology-supported language learning have found that effectiveness of technology use in language education is very limited due to some reasons such as teachers' accessibility to technology, beliefs, attitudes towards technology, etc. The following are the drawbacks for using technology in ELT.

- A number of teachers and students especially in remote areas have limited access to modern technology.

- The role of teachers can be less important if students become more reliant on modern technology.

- By spending most of their time in a daily life with technology, students' social activities and interaction with other people can be reduced.

- Teachers' negative beliefs, emotions, and attitudes towards modern technology such as lack of confidence, uncomfortable feeling, and lack of

personal abilities and skills can hinder the amount of technology use in their teaching contexts and some teachers may refrain from integrating technology in their classes.

Although in this decade modern technology usage is increasingly becoming popular all over the world of ELT, some aforesaid limitations seem to impede it from being widely used in an ELT filed. As a matter of fact, a lot of teachers are still applying traditional teaching methods in their English language classrooms since they may feel more comfortable and secure with them. Up to this point, there are some questions coming up for all ELT teachers. As ELT teachers, should we keep on using traditional pedagogy or should we solely apply technology tools in our classrooms?

In the following section, the author is to recommend another teaching and learning strategy which is so called blended learning. As an optional innovative strategy of teaching and learning in ELT, this strategy may suit various teaching and learning objectives in the field of study.

Blended Learning in ELT with Traditional Pedagogy and Modern Technology

At this moment, the author would like to elaborate the integration of traditional pedagogy and modern technology use in ELT which is so called, "blended learning" as an effective innovative way of ELT pedagogy in the 21st Century.

Blended learning in English Language Teaching

As stated earlier, modern technology has the potential to bridge space and time as well as offer the opportunity for students to control over their own learning in terms of learning pace,

materials, process as well as place. Bryan & Volchenkova (2016) mention in their study that with pace, path, time and place provided by the use of technology, teachers and educators may currently value modern technology for different reasons and this leads to a different set of conceptions which is called blended learning.

The concepts of blended learning may not be defined precisely since a number of scholars and experts have put different contents and perspectives into the term. A summary of the definitions of blended learning; however, can be stated as follows: (Bryan & Volchenkova, ibid.)

- the blending of different theoretical approaches for instructional technology as a whole with a combination of technologies, pedagogies and tasks

- the models of teaching and learning styles with the combination of various modes of delivery

- the combination of the traditional face-to-face instruction with the computer-mediated instruction as well as other sorts of educational technology such as the Internet, digital media, electronic learning resources, etc.

- the learning process and the learning experience in which students at least learn partly via online delivery of subject contents and instruction with their control over time, place, path, and pace

- the teaching and learning method with the mixture of face-to-face teaching techniques and online interaction and collaboration

- the combination of technology support for self-study and distance study including physical environments and virtual environments.

According to pros and cons of the traditional pedagogy and of the modern technology application in ELT, the concept of blended learning can be an option of more effective teaching and learning process which can be applied when teaching either receptive skills such as listening and reading, or productive ones such as speaking and writing. This eventually leads to more satisfactory learning outcomes.

Before ending this discussion of content section, the author would like to provide the factual responses and perceptions on technology and ELT pedagogy obtained from the author's discussion with her graduate students in Education to shed some light on the perspectives regarding the blending of traditional pedagogy and the Internet technology use in ELT.

Blended learning: Factual Graduate student responses

With the help of the graduate students who are studying in Education Faculty of a private university in Thailand, the author has carried out a brief discussion on technology use and ELT pedagogy with them to gain clearer perspectives concerning technology in ELT. All of them have had more than 5 years of teaching English experience. According to confidentiality and ethical concern, the students' names are not disclosed. The summary of their responses is stated below:

- The use of technology makes teaching and learning of English more interactive and collaborative unlike the traditional methods where teachers are the sole source of information.

- Technology makes the teaching and learning process fun and students can access

additional information on their own to enhance learning.

    - Technology is integrated in everyday life and teachers must be technology-savvy to make their students become technology literate.

    - The 21ˢᵗ Century students can neither be taught without technology nor can we do away with it. In other words, the middle path is of great value. Teachers must be wise enough to use it and make it a kind of blended learning.

    - Blended learning of the traditional teaching and learning styles and technology use opens new ways to facilitate student collaborative learning.

    - Technology has immense benefits in English language education; it is part and parcel of life now. However, we cannot let technology alone handle the students since it cannot teach basic human values.

    - Technology cannot cater to the needs of affective domain of students. Therefore, ELT teachers must, more than ever, try to apply blended learning in the teacher and learning process to prepare the students for the 21ˢᵗ Century.

According to the above responses and perspectives, it is evident that all graduate students have agreed and supported the use of traditional classroom pedagogy together with the use of technology in English language teaching and learning. To simply put, their perspectives concerning this matter are in line with blended learning strategy that has been mentioned in the previous section. Up to this point, blended learning can be considered as an integration of learning experience that is controlled by both teachers and students. In lieu of its benefits, this strategy may generate more effective teaching and learning experiences for all stakeholders. The question of how to blend appears to be the most crucial consideration as teachers move into the future teaching and learning of English language teaching.

Conclusion

Modern technological tools for English language teaching, the traditional pedagogy and the integration of modern technology use in ELT as well as the blend of these two have been identified and elaborated in this article. It is remarkable that the Internet technology system can be applied with the students in all levels as well as in teaching all language skills either the receptive ones or the productive ones. Through the use of the traditional teaching and learning approach as well as technological tools, students' comfort should be taken into account since any specific learning styles or methods which work well with some students may not be equally beneficial with the others. The English language teachers should be careful and sensitive when designing courses and instruction.

Both traditional pedagogical content design and technological pedagogical content design; however, appear to be a time-consuming process. Teachers are required to understand the interrelationship among subject content, pedagogy, and technology as well as teaching and learning contexts at hand. A careful analysis of these components brings about positive perceptions of language students and eventually facilitates them with more effective English language learning consequences. No matter which method teachers choose, a variety is the best answer.

As stated earlier, teachers' attitudes, beliefs, and emotions affect the meanings they bring to technology integration in the classrooms. The development of teachers' appropriate skills, knowledge, and positive attitudes towards technology integration in ELT should become priority. In other words, the lack of confidence and other barriers can be removed if the teachers receive continued support and appropriate training to integrate technology in their classrooms. At this point, the author is hoping that this paper may provide the valuable insight into more in-depth perspectives concerning modern technology for English language teaching and clearer understanding of the current trends of blended learning strategy in ELT to all stakeholders. Finally, yet importantly, it is expected that this paper will also yield some beneficial implications and directions for future practice, research, curriculum design of technological use, and certainly endlessly effective teaching and learning in ELT.

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