

# THE POSITIVE IMPACT OF COMPUTER ACCELERATED LANGUAGE LEARNING AND SOCIAL MEDIA LANGUAGE LEARNING ON ENGLISH LANGUAGE TEACHING AND LEARNING

**ABSTRACT:** *A couple of decades ago the standard of ELT in India was at low ebb but with the passing of time we find improvements. We cannot say today that the condition is absolutely deplorable. Advancement in science and Technology and the invasion of modern devices have given us sufficient quantum of solace. Traditional teaching methodologies have undergone amazing changes. Education, which moved from the classrooms to doorsteps, has now reached the finger-tips of the learners. The objective of this researcher is to probe into the current trends in teaching and learning English in our country, with special reference to educational institutions in Tamil Nadu. The motive is to study the extent to which teachers and learners have reaped the benefits of using teaching and learning devices. The primary aim is to analyze and ascertain whether we have still a long way to go in enhancing our instructional objectives related to ELT. This researcher's methodology comprises interviews, recorded comments, questionnaires and different types of feed-back. The approach would be analytical. The note worthy feature is that the students show a considerable improvement when teaching is done through flipped classrooms.*

**Key words:** (Face books, blogs, twitters, pod casts)

## 1.1. BACKGROUND OF THE STUDY

English Language Teaching from the earlier Gurukul system to the modern Virtual Classrooms teaching of English has undergone various Touch stone methods. There is no arbiter to eke out the best method for teaching English. Henson states that the teaching forms are generally better for some specific reasons, like communicating ideas, imparting of ideas etc., but no method can be pointed out as the best for all genres. (Henson 2). When time keeps changing the methods implied also undergoes a change. In this technological era where technology occupies 80% of our daily life, teachers and learners should and must cater to Technology. The Teacher centered approaches or Learner centered approaches are replaced by Technology centered. Teaching of a language largely depends on the technology available with the Learner and the Teacher.

Technology has shrunk the world today and we exist in an era of globalization. Things are rapidly changing around us at a break neck speed. This has not exempted the English class room which has changed a lot by impact of technology. Since life is influenced at various levels by technology, students are no longer motivated by the traditional teaching methodologies. An exposure to the advanced technology has made our students smart enough to use it effectively. In order to energize students in class rooms, teachers ought to adopt themselves to a new digital learning environment. The outdated traditional methods would not interest students anymore. Hence there is dire need of emerging technologies to cope with the new era.

The outdated teaching methodology in engineering colleges has adversely affected English language teaching. Not all the Students are motivated adequately to learn better English. Many engineering colleges have enough technological infrastructure but most of the teachers are indifferent towards the usage. They are unable to adapt themselves to the changing environment in ESL class rooms because of lack of effective training.

In the class rooms of engineering colleges the chalk and talk methods adopted by teachers irritate the students who spend more than seven hours in learning activity. Besides, the syllabus which includes a large slice of grammar annoys the students. On the contrary if class room is enriched with adequate technology, learning and teaching would become meaningful since the monotony of chalk and talk method vanishes. Instead of playing the role of merely a teacher technology leads to learning meaningfully and a student naturally becomes productive. It is to be analyzed as how learners of English could be energized by use of advanced technology.

Technology comprises cognitive learning methods and critical thinking abilities which are reliable tools for effective learning. It is much more than hardware since it has necessary designs to engage the learners and ability to create a conducive environment for it. In involving learners in constructive as well as intentional learning and paving the way for an authentic active and cooperative learning, learning technologies become an apt environment and definable set of activates. Technologies are not merely a vehicle for delivery of meaning. Nor are they expected to prescribe and control all the interactions of learners.

When a need for learning is fulfilled technologies have extended a meaningful support. This happens when the learners take the initiative interacting with technologies and when they control them. It is equally important than that their interactions with technologies are not only intellectually engaging but also conceptually. As intellectual tool kits, technologies are used by learners mostly to construct personal interpretations meaningfully and to reveal representations of the world. The intellectual functions required by a course of study must be supported by these tool kits called technologies. The cognitive responsibility for better performance

rests on the partnership of teachers and technologies, if they function as intellectual partners.

March Prensky states that "The world needs a new curriculum," he adds, "We have to rethink the 19th Century curriculum. Technology has the power to transform how people learn - but walk into some classrooms and you could be forgiven for thinking you were entering a time warp. There will probably be a whiteboard instead of the traditional blackboard, and the children may be using laptops or tablets, but plenty of textbooks, pens and photocopied sheets are still likely. And perhaps most strikingly, all desks will face forwards, with the teacher at the front. The curriculum and theory have changed little since Victorian times" Prensky stated that the changes in the old pedagogical methods is due to the fact that in every generation the parents want their children to learn advanced skills than they have learnt. In this era of change teachers should attempt innumerable methods and work on it. This is the world of creative imagination, an era of digital wisdom and hence we have to create a future education method for it does not exist currently.

Language cannot be taught; it has to be acquired. Hence, motivating the learners towards proper language acquisition is the need of the hour. Learners spend most of their time with technological gadgets and these gadgets should act as an indispensable tool in an English classroom. In this fast moving world traditional classrooms and lectures fail to bring the desired results. Hence Language through games, language through social networks, grammar classes through i-pods has become reality. The fact is that most countries have proved This method of teaching works out with these Gen z learners. Teachers of today have to face a great challenge as the learners are moving ahead at a break neck speed, to cope with them and to master them run ahead of them, teachers should be aware of these technological gadgets and they should have knowledge in utilizing them to the fullest benefit and also poke their duty of discharging the curriculum through the technology used by the learners. Just like the three unities stated in Literature, Unity of Time, Unity of Place, Unity of Action, traditional classrooms instruct the learners to be in the classroom for the whole day, listening and interacting are the two actions permitted within the wall. In this modern context the learners do want to fix up their time schedule for learning. Most learners prefer night for their learning purposes where conducting a class is impractical. Secondly they do not want to sit in a place and listen. They require freedom to move, walk, lean, lie while they study which is again impractical in terms of a classroom. Thirdly they want to ask innumerable questions and require individual attention from the teacher which a traditional classroom could seldom provide. These are problems of the modern day learners when we probe into a solution or suggestion, Technology in classroom and their favorite gadget with them in an unmanned classroom most of the learners find it mind blowing. Hence this researcher works on the possibilities and practical difficulties in implementing the dream of the learner in his learning ambience. The primary intention of the researcher is to make the English language teachers to utilize available technological gadgets which could act as a wonderful tool in a flipped classroom. This thesis is also intended to train the English teachers of India on the available technological resources, the ways of teaching through technology, available social networks in which the teacher can play a vital role etc., are all vividly explained. One hundred faculty members of English responded to a survey conducted by the researcher and the results are recorded and the findings are annexed. The survey is on how they respond to technology in teaching, which technological gadget they have used and how? The differences they pointed out between a traditional classroom and a flipped classroom are all clearly depicted as a supportive document. English teaching through Social networks including Face books twitters and blogs are all clearly explained. Their history, benefits and limitations are also stated. I-pods are no longer music media but a language media. How teaching is done through pod casting is also clearly depicted. Mobile phones have become indispensable part of our life. Mobile phones are utilized for language acquisition and mobile accelerated Language learning has become the topic of English seminars in recent time which is probed in the third chapters of this thesis.

Computers and Internet have become indispensable part of teachers and learners. Learners spend their productive hours with computers and Internet and hence Teaching through New media has become the need of the hour. More hours the Gen Z learner spends with the New media has paved the way for utilizing it for teaching English. Literary experts, linguists, Grammarians also shun their usual writing habit and spend time in New media hence there is a dire need for the teachers to update their skills with the prevailing technological gadgets to cope up with the needs of the modern day learners. This explosion in the decade results in deriving greater benefits through new media teaching and learning. It has become very common for language acquisition (Yacob & Ali 2010) to enhance through technological gadgets. A computer being used in classroom is a great innovation when we consider the tiresome traditional teaching methods. Lee (2000) opines that Computers when utilized to the best attract innumerable teachers and learners and CALL motivates EFL learners to a great extent and paves way for a better understanding.

This research work also aims at finding the technical knowledge of language teachers in the engineering colleges. In the syllabus framed by Anna University for the engineering colleges under its guidance and control, four major learning skills are given importance. Using the lectures delivered they learn Technical English during their first year of studies and then they master communication skills in the third year using the language lab. And yet, because of the lack of real exposure to the language environment, most of the students struggle to communicate perfectly. The English language teachers usually fail to create a real environment for learning of the language; Students are expected to learn vocabulary and grammar in a tedious manner. Most of the textbooks useful in class rooms do not serve in mastering functional English, needed in real contexts in life teachers become the sole models of learning and so the students are denied real exposure to language. A perfect English learning atmosphere can be provided in ESL class rooms if technology is brought into classrooms

The enormous growth of internet has contributed a lot to the learning of English. Multiple ways of using it to communicate is indeed amazing. We find students browsing endlessly. Internet facility in mobile phones has become an added advantage. They have an access to the real world of English learning context. Teachers in engineering colleges have to be present in language labs as Anna University has made it mandatory. This research work also focuses on the effective internet application for teaching English.

## 1.2 PURPOSE OF THE STUDY

This research aims at analyzing the competence of teachers and learners in technologies in making the teaching and learning activity enjoyable. Technologies have become an integral part of our life and the usages are numerous. Learners have an exposure to technologies but the teachers are yet to be trained for effective use. Hence, this research work aims at enhancing the skills of teachers by useful suggestions. The principal focus is on engineering college students and the importance given by teachers to lectures and results, which cause an atmosphere, not conducive for true learning. The researchers' objective is to suggest ways to energize learning process of the students.

This research examines utilizing of technology in engineering colleges, to teach English. The prime concern of this research is to explain the value of interest tools and their procedure in the academic world. The latest trends in educational technologies are enumerated beside a discussion of their advantages.

The competency level and the learning style of learners with regard to the use of technology are also examined through this research work. The ultimate aim is to suggest ways to bridge the wide gulf between teachers and learners in the usage of technologies.

### Research Questions

1. Is the standard of English at its low ebb with the Gen 'z' learners?
2. What are the reasons for the decline of the standard?
3. Are the Teachers and Learners happy in a traditional classroom genre?
4. Can Technology be an alternative for a traditional classroom?
5. Has Technology Enhanced Language Learning?
6. Are there any widely recommended Technological gadgets for EFL learners and teachers?
7. In using technology for the teaching of English what is competency level of language teachers?
8. What is the competency level of the learners who make use of technologies?
9. What are the aspects which restrict or strengthen technological medium in the process of learning as well as teaching?
10. What are the advantages of technologies in teaching English?
11. In the ESL program which incorporates enormous use of technology what are the main principles which must be taken into consideration?
12. What are the technologies useful to teach the English language?
13. In teaching and learning activities what are the useful internet tools?

### 2.5 RELEVANCE AND SIGNIFICANCE OF THE STUDY

The importance of this study depends on the responses of the Teachers and Learners of English towards a questionnaire on traditional classrooms and Flipped classrooms. The survey results stated that the teachers of English need Technology in their teaching to cope up with the Gen Z learners. The Gen z learners admitted that traditional classrooms could be no longer suitable for them for they do not want unity in Time, Unity in Place and Unity in action. They welcomed the gadgets that help them reach their lessons and the teacher at their convenient time. Most of them pointed out the traditional classrooms are 'invading privacy'. Teachers also pointed out that insipid syllabus and lack of Computers in a classroom make it very difficult to meet the demands of Gen z learners. For a better understanding of the text learners depend on technology which most teachers are deprived of. When provided with technological gadgets they affirmed that a better classroom atmosphere is certain.

This study is different from the above stated in the sense that this is a record of all the attempts made and a guide to the teachers and learners of English to use technology as their tool. This study is prominent for it portrays the role of computers, the role of social networks, and the role of technological gadgets in enhancing communication skills of an EFL learner.

The importance of this study in Indian context is that Learning and Teaching has reached its advanced level in many countries whereas in Indian context especially in rural background educational institutions where computers are not being used the learners are guided by this study to adopt to the technological gadget and thereby enhance his or her skills. This thesis is indented to act as a guide for an English teacher to choose his or her methodology of teaching, ways of utilizing it and how effectively English can be taught. This study is significant for the language curriculum designers and educational institutions where English language labs are not yet functioning. This study is most beneficial for English teachers who want to spend more hours with the learners and for those who desire to focus every learner with individual care and affection. This study checks out the limitations stated on the Conventional classrooms. EFL learners would be undoubtedly benefitted by this study as it states the fascinating world of learning.



## 2.7 CONTRIBUTION OF THE RESEARCH

Three possible contributions are offered by this research to ELT.

- 1) It provides a deep insight to fine-tune the ELT practices of the researcher.
- 2) It highlights interesting technologies to energize English language teaching.
- 3) It bridges the gap between the technical skill of the teachers and students.

To investigate the teachers' knowledge using technologies in ESL class rooms is the overall research objective. Investigation is indispensable since there is a rapid increase in the number of technology-tracked class rooms today. Besides, most of the students use modern devices of communication in class rooms and are found spending much of their time using them. At this juncture there is a dire need of assisting language teachers in the effective use of technologies in ESL class rooms. This research work has targeted specially the engineering college teachers and has examined their skill in using technologies for teaching English. The research has been carried out in two specific stages: In the first stage it has aimed at measuring the knowledge of teachers in technologies. The knowledge of the learners in technologies in comparison with the teachers has also been examined in this initial stage. A couple of questionnaires have been framed. Fifty teachers from T.N state engineering colleges have responded to the questionnaire administered for them. It focuses on four chief areas

- i) The technological devices in their possession
- ii) Their knowledge in their usage
- iii) Their knowledge in using computers internet browsing etc
- iv) Their familiarity with educational technologies

The second questionnaire administered for the learners aims at one hundred students of engineering colleges who are yet to reach their final year of study. This too aims at analyzing their technological possession, their knowledge in internet browsing and to study how they select internet tools to learn better English. All these data are analyzed to evaluate the technical competence of learner and teachers, and the outcome of further level of research on experimenting chosen technologies.

The second stage of research has been aimed at testing a few chosen technologies with ELT perspective. The chosen technologies are

- a) Free internet tools
- b) Computer
- c) Software and
- d) LCD projectors.

In the language lab, the lessons which have been set are taught using chosen technologies. The plan of this researcher is to conduct a test before teaching the lessons and a test after teaching the lessons. Both the test marks are taken as samples for result analysis. The views of the students and their feedback obtained are also recorded. In the second stage the researcher has identified the technologies which were interesting to the learners in ESL classroom. The technologies used in the second stage are 1) Glogster 2) Diigo 3) Video 4) Spider Scribe 5) Jing 6) Audacity 7) Blogs 8) Voki 9) Mobile 10) Websites 11) Voice thread 12) Digital diary 13) Pod cast 14) LCD projector and 15) software

For the answers to the research questions in section 1, the study has aimed at examining the teaching practices currently done by the teacher. The study has also tried to find out the teachers' latest knowledge in technologies which are used in the teaching of English. In stage one; qualitative approach has been followed to find out through the questionnaire the attitude and behavior of the teachers towards technologies. Beside this, the approach has also aimed at measuring the knowledge of the students in educational technologies and their approach to internet applications taking into account the teachers and ten students. The limitations and constraints in using various technologies have also been focused upon by this research.

Ignoring the problems of equity or providing supports to the teacher defeats the purpose further (Valdez 2005). To substantiate their views Warschauer (1996) who went on a survey with the learners of English came out with the opinion that people's attitude on computers has integrated with their feelings. The issue of computer writing has become computer-mediated communication.

To substantiate their views Warschauer (1996) who went on a survey with the learners of English came out with the opinion that people's attitude on computers has integrated with their feelings. The issue of computer writing has become computer-mediated communication. Several issues contribute to the success or failure of the programme's effectiveness, such as the quantum of training to the educators to execute the program and also the degree of the access of a student to the technology. Sufficient technical support is also an influencing factor.

## II. SOCIAL MEDIA LANGUAGE LEARNING (SMLL)

### INTRODUCTION

Social media popularly known as social networks is used as a tool for teaching and learning English in this decade. This is termed as SMLL-Social Media Language Learning. With the help of internet these social media sites enable the users to interact and share the ideas, publish content, or conduct a test. Acquisition of a language depends on the social aspects which are considered when a language is learnt. Language skill is enhanced because of the different ambience social media creates. Learning through social media facilitates the learners to learn a content online forsaking the four walled classrooms. It enables real time discussions, clarifications, exchange of ideas and sharing of materials with the help of a teacher online or through the instructions stated by the teacher.

Social media Language learning concepts certainly owes to Idiomplus a company in Barcelona. They initiated the concept of social media for acquiring Language. With the presence or absence of the teacher, learning takes place, it is the primary concept of SMLL. However the concepts stated in CLT-Communicative Language Teaching are implied in SMLL for instance pronunciation and grammar is least focused and understanding the concept is of great importance.

SMLL-Social Media Language Learning focuses on the following concepts:

1. Target language contents should be comprehended and interpretation of the content in the target language in another media and publishing it, must be done.
2. The personal interest and mood of the learner without any hindrance is expressed here. There are two forms of language dialects-colloquial and formal both are same in this concept. Freedom of expression is certain in this method.
3. Making interactions, greeting people, understanding their nature, culture comes along with language acquisition.
4. Working knowledge in internet, typing, downloading, editing, uploading and publishing contents also happen with SMLL-Social Media Language Learning.
5. The learners learn by themselves without any intervention or support. Learning happens every day continuously, meeting the teacher, sharing the ideas all happen in a pleasant ambience at the convenient time, place and leisure.

### BLOGS

This researcher's blog is sathyabama university English learners blog, through which nearly five hundred students of Sathyabama University enhanced their competency. Notes on Vocabulary, spelling, Grammar and Pronunciation is uploaded and the students showed remarkable interest in accessing blog facility in the Digital library of Sathyabama University. Continuous assessment tests are conducted and the students gained confidence in responding to the questions asked in the classroom. Usually, there is a break between the English lessons, during the break, the blog classes are conducted. The learners felt they are learning English under a comfortableZone.



Figure 3.1 The researcher in the digital library with staff and students in a blog classroom



**Figure 3.2 Students writing a test through blog**

### **TUMBLR**

Yahoo organization in the year 2007 initiated Tumblr a social media platform that facilitates teachers to post multimedia content owing to David Karp its founder. New York the head of this social media holds nearly 550 million visitors every fortnight. Teachers and learners Blogs could be attached to tumblr and with the dash board interface it operates. 282.1 million Blogs attached to it is an example for the usability of this social site. It started with the term tumble blogs meaning short form blogs. On 20<sup>th</sup> of May 2013 yahoo company acquired tumblr. Through the dashboard tool the users of tumblr comment or post contents. Tumblr help a learner to connect the created blog to get attached to his twitter and face book hence the posts made in tumblr reaches as a tweet in twitter also. Tumblr has a fascinating feature setting time limit for the posts. If a teacher does not want send

all the materials at the same time to a student, he can place it in queue so that his material will be sent with the interval of two or three hours. The content posted by a tumblr user will be with a tag or a hint. Using the hint or tag the receiver, learner receives the exact content he intends. A tumblr user enjoys a privilege of creating his page in his style using HTML editing feature. Earlier Black berry mobile users enjoyed the privilege of tumblr application. Recently tumblr mobile app was released for all windows and android users. 56 million posts per day on tumblr prove that it is one of the leading social networking site for language teachers and learners.

### **LIVE MOCHA**

When we travel, our business, our education or our arts English has become our gateway. Though English has less number of native speakers compare to Chinese it stands second to none in terms of lingua Franca. A recent research states that nearly one billion people around the world are learners of English today. This vibrant, astonishing living language is learnt through live mocha.

Live Mocha helps a learner to learn thirty five languages. If an individual is interested in learning 35 languages of the world, at free of cost, Live Mocha paves way for the learner. Including English, Arabic, Belaurian, Bulgarian, Marathi, ukrainian, and other thirty five languages one can learn through Live mocha.

Live mocha helps the learners to get immersed in language learning. It is a community of language specialists and native speakers who are interested in their culture and tradition through their language.

The members provide exercises pertaining to their language; engage in conversation using audio or video chat. Practice conversation with the learner paves way for enhancing communicative skills in a targeted language. Listening, speaking, reading and writing skill practice is given through live mocha. Practice exercises, learn concepts and start to communicate.

The exercises completed can be submitted to the community and the available language experts examine the sheets and pass on their corrections, suggestions and instructions so as to enable the learner to enhance his or her skill. Comments and feedback from a native speaker immediately after completing an exercise actually motivates the learner to do more such exercises and submit.

### **Enhancing Listening and Writing Skill**

Live mocha helps the learner to read content and write comments on it complete the dialogue exercises, fill in the blanks exercises helps to enhance writing skill of the learner in his target language. Comprehension passage is available wherein the listener listens a passage and writes the answer in the space provided which enhances his skills.

### **Reading and Speaking Skill**

Live mocha helps the learner to read content speak what he or she has read. Learner pronounces a word or a sentence and sends it back to the native teacher for approval. The teacher comments are based on the perfection of the answers and appropriate words and coinages used in the appropriate places using perfect grammar of the target language.





Figure 3.3 Audio lessons in live mocha

A recent research has proved that nearly sixteen million people use Live mocha as a tool for enhancing their language. Nearly one million English teachers of this world share their views and are in a teaching community group. Nearly thirty thousand people learn six languages at the same time through the nine thousand experts who can speak and write six languages. Live mocha has reached all the countries and all the continents hence this researcher wants all our Indian teachers to probe into live mocha and teach English through this fascinating mode. The sole purpose of discussing live mocha in this research is that this researcher wants the Tamil Natives of TamilNadu to learn through the most interesting tool of learning when they are fed up of clichéd classroom activities.

It is a pitiable fact that India stands only the fifth country that represents Live mocha the top four being Brazil, United states, China and Columbia. English occupies the predominant position in the statistical analysis of the top five languages learnt through live mocha. The remaining four are Portuguese, Spanish, mandarin and Arabic.

### Live Mocha Enhances English Learning

A learner becomes a member of a live mocha community by furnishing the basic details. The learner selects his native language and the target language, the language which he or she wants to expertise. Forty nine thousand five hundred points are given to the learner, with which he could probe into the lessons. Demonstration method is followed for effective learning. Observing content, learning content, practicing a content are the three steps involved in learning. Native speakers in real life situation are shown to the learner in the beginning. For example, a boy starts to his school is the situation, his conversation with his parents when he takes his breakfast is the first video shown. The vocabulary, grammatical parts involved in the conversation is deconstructed by the learner, reassembling the components like finding out the missing word, completing the dialogue are all given for practice to the learner. Activity performed by the learner is sent to the evaluator; the learner can raise his or her doubt through text or through a video chat and thereby clarifies the doubts in the target language.

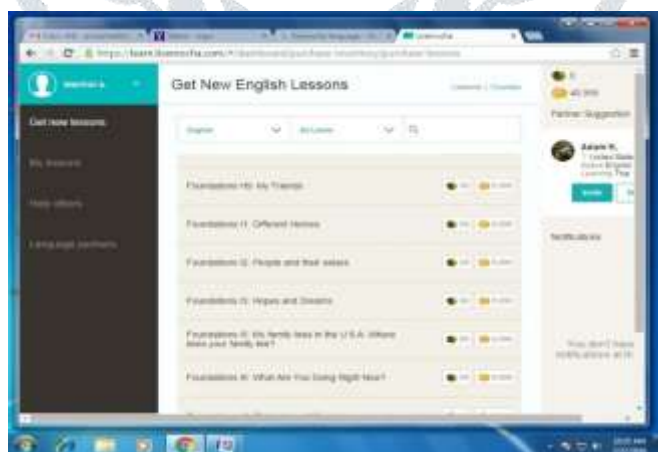


Figure 3.4 Lessons stated in live mocha

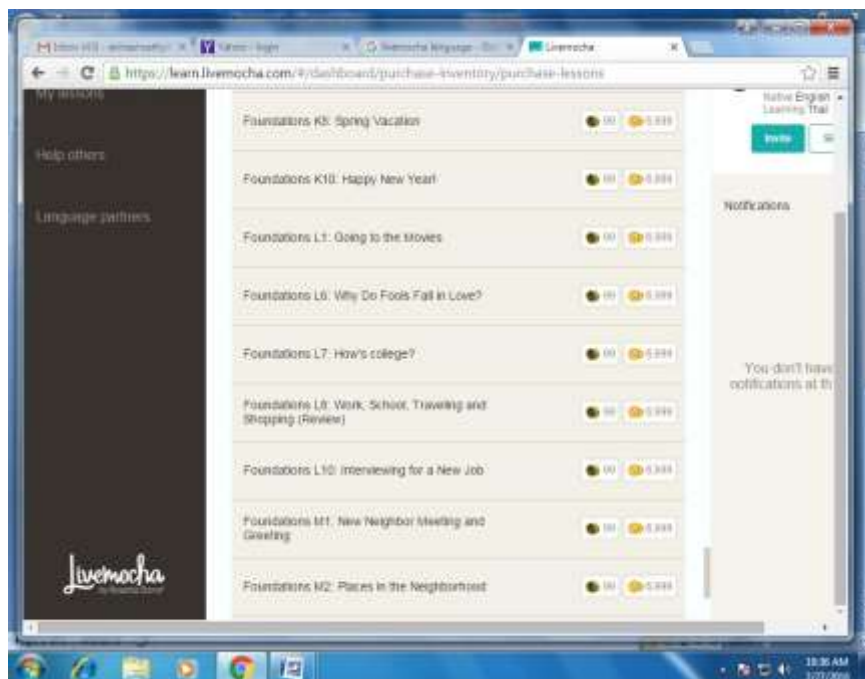


Figure 3.5 Introductory Lessons for a beginner in live mocha

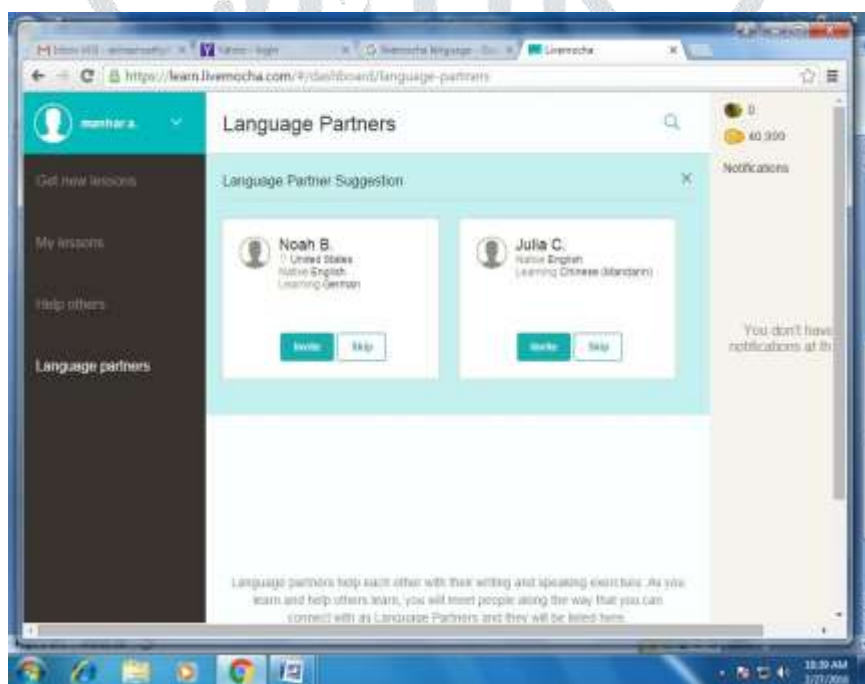
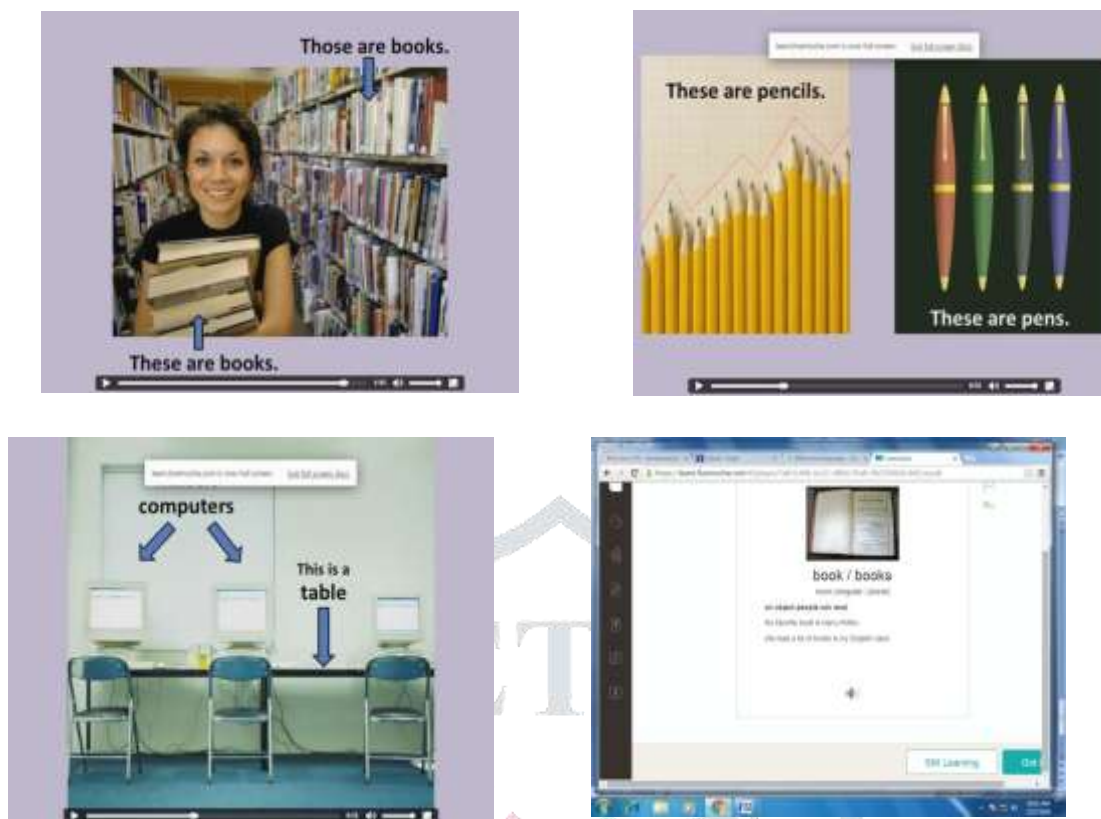


Figure 3.6 Getting Language partners in live mocha





**Figure 3.7** Live mocha introductory classes-videosessions

## BUSUU

In a place called Cameroon, only eight people were well versed in a Language called Busuu. In 2008, a social networking site for learning twelve languages through audio-visual means was introduced in the name Busuu. When we take into account Social networks for language learning Busuu is the largest social network in the universe for learning a language. Learners have a privilege of using Busuu as an application in their mobile phone or as an online site to learn twelve languages including, Chinese, Japanese, Arabic, German, Italian, French, English, Spanish, polish, Portuguese. It offers both free coaching and premium paid coaching to learners. One hundred and fifty units of lessons of many languages a learner can probe into. Speaking exercises, comprehension and other mode of tests are conducted by the teacher. Completed exercises can be sent through Busuu online and video and audio chat web cam interactions are all possible. Every Busuu member teaches his mother tongue to people and also learns the target languages. For kids also i- pad applications are formed by Busuu namely kids learn language with Busuu. Busuu is a free application for all android users, 11 language apps can be downloaded. Podcasting contents and few working sheets come under premium basis.

Busuu enables the learner to use Flash cards, conversations between the native speakers, writing exercises, audio and video chat with native speakers, national geographic pictures and writing exercises. It conducts courses like Travel course, Business course, and various levels of tests. The submitted exercises of the learner are examined by many native speakers for accuracy and betterment. Hence Busuu remains as a destination for learning twelve languages through online.

### The salient feature of Busuu

- ❖ Busuu has been acclaimed as the 'the must have app' by Google.
- ❖ The New York Times has praised it as 'easy to use and feels cheerful'
- ❖ 'Easier way to learn' praises The Forbes
- ❖ BBC news has praised it as "quicker, smarter, better"
- ❖ Busuu bagged Silver lion award in the international advertising festival.
- ❖ Busuu is a nominee in the Tech crunch awards in 2009.

- ❖ Won the Tech Crunch award in 2011 for best education starter.
- ❖ In 2014 Busuu won EdTech innovator award.



- ❖ The seven ventures pitch day prize of four million Euro was bagged by Busuu in November 2012.



Figure 3.8 Introductory lessons through Busuu

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