The Impact of E-Technology on Teaching Imperial English Program at LFU by EFL Teachers: A Case Study

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ABSTRACT

This case study sheds light on a new educational technology known as the Imperial English Program used for teaching and learning the English language. The researcher investigates the lecturers' first experience in dealing with the Imperial English program. For testing the hypothesis, a closed-ended questionnaire was given to the English language lecturers who teach Imperial English at Lebanese French University. The questionnaire aims at finding five different perspectives regarding the Imperial English program in a matter of the lecturers' first experience dealing with the system of the Imperial English program, teaching the English language on the program, lecturers' experience in educational technologies in dealing with the imperial English program, the influence of applying activities on the program in engaging students in the process of learning and the Impact of educational technology on teaching the Imperial English. The findings of the study show that lecturers' first experience dealing with the Imperial English program was useful in all aspects.

1. Introduction

Educational technology concerns the use of technological tools in the learning process. One such technological tool is the Imperial English program (IEP) which is regarded as an educational program for English language teaching and learning as 21

888

books have been digitalized into a single app and delivered through educational technologies. Concerning educational technologies, (Januszewski, 2001, p. 49)stated that "Educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization, and utilization of a full range of learning resources and through the management of these processes". Moreover, (Januszewski, 2001, p. 1) stated that "educational technology is a complex, integrated process, involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of human learning". Additionally, (Richey, 2008, p. 24) defined educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources". According to (Stosic, 2015) educational technology has three domains of use:

1. Technology as a tutor (such as a computer)
2. Technology as a teaching tool and technology as a learning tool.
3. Educational technology has become an important aspect of society. It is considered a powerful tool for learning and adapts learning experiences for meeting the needs of all learners.

Furthermore, educational technology indicates both educational theories and physical hardware, thus, it includes many domains such as learning theory, m-learning, online learning, computer-based training, and mobile technology (Bruckner, 2015). Moreover, two distinct functions of educational technology have been identified; technology in education and technology of education. The first concept indicates the tools used such as, hardware, software, and instructional media that are used to present information as well as enhancing students' learning process (Ellington, 1993). On the other hand, the technology of education indicates the educational system as a whole in which it involves researches of learning theories along with hardware and software parts. Besides, the technology of education enhances the success of the teaching and learning process.

2. Objectives

The present study aims to find out:

1. Lecturers' experience in E-technology in dealing with the IEP at LFU by EFL teachers.
2. Lecturers' first experience dealing with the system of IEP at LFU by EFL teachers.
3. Lecturers' first experience in teaching language skills on IEP through E- technology at LFU by EFL teachers.
4. The Impact of E-technology on teaching the IEP at LFU by EFL teachers.
5. The influence of applying activities on the IEP on engaging students in the learning process at LFU by EFL teachers.

3. Theoretical Background

3.1 Imperial English Program

IEP is a trusted British brand in English language teaching and learning. It follows a British curriculum and syllabus that written by specialists with over 35 years of teaching experience. The IEP is approved by the UK government and internationally trailed by students from more than 25 countries including Germany, Spain, Japan, Russia, Italy, Brazil, and Kuwait. Moreover, in the IEP, 21 books worth of content have been digitalized into one app across 3 courses and delivered through phones, tablets, laptops, or desktops. Besides, for each course, IEP has both general English and Academic English along with three levels; elementary, intermediate, and advanced. Each one of these courses has 30 topics with many tasks. Finally, Imperial English-approved certificates will be given to the learners at the end of the program (Anon., 2020).

3.2 Imperial English Apps

According to (Anon., 2020), the IEP has five apps:

1. IEUK Test app**:** This app verifies students' language proficiency in all four skills; reading, writing, speaking, and listening along with grammar. The grammar and reading components are marked automatically by the system while writing, speaking, and listening are marked by the teacher.

2. IEUK Student app**:** Students study on this app, and it is only available for students who are registered on the system.

3. IEUK Teacher app**:** through this app teachers deliver their lessons, and it is only available for teachers who are registered on the system.

4. IEUK Connect app: This is a mobile application that has to be downloaded on students' phones for receiving notifications, news, and updates from the IEUK staff.

5. IEUK TESOL app**:** This app has been used for training teachers on the Imperial English British TESOL program.

3.2.1 IEUK teacher app sections

IEP teachers have access to both general English and academic English along with the three levels. Besides, the IEUK teacher app consists of three parts: coursebook, practice book, and the teacher book while the IEUK student app only has the course book, and the practice book. The IEUK teacher app consists of three sections:-

3.2.1.1 My record section:

Seven parts have been identified in the teacher record section on the IEUK app; the first one is the CPD logs (continuing professional development). In this log, teachers exchange ideas and activities for increasing the productivity of the team. Along with the idea, class observation is also another part that is mostly concerned about teachers observing one another's classes for professional development. The third part is the reading part that indicates the documents that teachers read and share on the system. Moreover, the section also consists of many other parts as the policy, giving feedback regarding facilities and the course evaluation as well as submitting complaints (Anon., 2020).

3.2.1.2 Class management section

The class management section on the IEUK teacher app consists of three parts; the first part is the class log, in which all the works and activities that have been done inside the class should be saved daily by the teacher as a progress report. Besides, the pen profile is also another part that indicates students' strengths and

weaknesses after the placement test occurs. As well as class registration that needs to be taken regularly (Anon., 2020).

3.2.1.3 Student management section

The student management section on the IEUK teacher app consists of nine different parts. It starts with the course information, fees, attendance, feedback, certificates, policies, and the emergency contacts of the students. On the other hand, tutorials are also another part of the section that is used as a one-to-one meeting between the teacher and the students regarding students' improvements and giving further support if needed. Moreover, ILP (Individual Learning Plan) is also one-to-one meeting between the student and the teacher about students' strengths and weaknesses. ILP consists of two parts; teacher Led and student Led which makes the teacher and the students exchange records. Both tutorial and ILP can be done at the same time (Anon., 2020).

3.3 Teaching Imperial English

Teaching IEP covers core skill areas including:

1. General skills (reading, writing, speaking, listening, grammar, and vocabulary).

2. Academic skills that enhance students' presentation skills, critical thinking, research, essays, and referencing.

3. Life and soft skills that cover communication, team building, time management, creative and problem solving along with IT skills (Anon., 2020).

3.4 Marking tasks on the Imperial English program

IEP consists of various types of tasks that are marked by the teacher, students, or automatically by the system. In both teacher mark task and feedback task, teachers mark the tasks. While in class mark tasks students get a chance to discuss the task inside the class with the teacher and mark the task for one another with the students. In this type of task, the marks can be edited by the teacher as well. On the other hand, in the Participation task and auto mark task, the system automatically marks the tasks (Anon., 2020).

3.5 The system of the Imperial English Program

IEP is taught through educational technologies therefore, there are two ways for students to get registered, either through IEUK test or mass registration. After the registration, teachers, and students will automatically get an email confirming their registration with their ID and personal passwords thereby, teachers will have access to both the IEUK teacher app and the IEUK test app. On the other hand, students will also have access to the IEUK student app and IEUK connect app. Regarding task submissions, all the various tasks that students submit on the IEUK student app will be automatically directed to two different places; students' work record section in case the task is an auto marked task and to the IEUK teacher app in case the task is teacher marked task. Students can also download IEUK connects app on their phones and get notifications regarding the marks and any announcements (Anon., 2020).

4. Literature Review

Many research papers have been written about educational technologies from different perspectives but this research paper is different from other previous studies as it addresses a modern program known as the IEP. Among those studies, Greg Kearsley (1998) addressed the engagement theory that deals with a framework for technology-based teaching and learning. The research investigates students' engagement in learning activities through interaction with technology. In conclusion, technology provides a better way for students to be more engaged in the teaching and learning process.

Regarding the role of educational technology in the teaching and the learning process, Macombs (2000) prepared a research paper based on a learner-centered perspective. It concludes that for the technology to become the primary delivery system for the educational system or become one of the tools used in the teaching and learning process; it requires collaborative planning by all constituents involved.

Besides Pool (2003) concentrated on the potential of technology in improving teaching abilities and challenge students. The finding of the study shows that using technology with effective teaching is considered the best resource for instructors in higher education.

Furthermore, Stosic (2015) believed that with the help of various applications and information, communication technology can be applied in teaching. The research studied if the teachers and schools are aware of the importance and the use of technology in education or not. In conclusion, educational technologies are growing in the classrooms and the new generation is ready to welcome technology since it plays an important role in children's acquiring and learning process.

Finally, R. Raja, (2018) addressed the impact of technology in education and how technology has revolutionized the field of education and has made life easier for teachers to impart knowledge and for students to acquire it. For this reason, theoretical research has been conducted, and the finding of the study shows that technology has both positive and negative impact on education however teachers and students should take advantage of the technology in a good light.

5. Methodology

To test the hypothesis, data were collected through a closed questionnaire of 20 items designed on the Likert scales and the value of the range starts from 1 to 5. The scoring of the study arranged as follows: 5 = strongly agree, 4 = agree, 3= disagree, 2= strongly disagree, and 1 = not applied. The questionnaire is designed in a way that covers all the objectives of the study starting from lecturers' experience in educational technologies in dealing with the IEP, lecturers' first experience dealing with the system of the IEP, lecturers' first experience in teaching language skills on the program, the impact of educational technology on teaching the IEP and the influence of applying activities on the program in engaging students in the process of learning.

For that reason, a sample of 10 lecturers, who are specialized in the English language and teach IEP at Lebanese French University, was chosen. These selected lecturers at the beginning of the academic year have taken intensive training about the IEP for five hours and after three months of teaching the IEP on campus, a questionnaire was handed to them. Concerning the method, a quantitative method was followed as the study deals with the numerical data. The validity and reliability of the data were

checked. Regarding the data analysis, data were collected and analyzed through the (SPSS) program.

Reliability Statistics	
Reliability	N. of Items
0.947	20

6. Findings

The findings of this paper shed light on the lecturers' first experience dealing with the modern program known as the IEP in a matter of the system, language skills, and activities. Besides, the levels of the lecturers' experience in educational technology, along with the impact of educational technology on teaching IEP have been also concentrated on.

Table (1): Lecturers' experience in E-technology.

Question	Q.1	Overall
N Valid	10	10
Mean	4	4
Std. Deviation	0.44	0

Table (1) the data illustrates lecturers' experience in educational technology in dealing with the IEP. The mean of table is (4) out of (5), which proves that lecturers agreed to the fact that other educational technologies as, Edmodo, Google class, and zoom meeting were helpful experiences in a way that helped in dealing with the IEP.

Table (2): Lecturers' first experience dealing with the system of the Imperial English program

Questions	Q. 12	Q.13	Q. 14	Q. 15	Q.16	Q. 17	Q. 18	Q.19	Q.20	Overall

N Valid	10	10	10	10	10	10	10	10	10	10
Mean	4.4	4.5	4.4	3.8	3.6	3.4	3.2	3.2	3.4	3.76
Std. Deviation	0.916	0.5	0.663	1.077	1.019	1.113	1.326	1.166	1.280	0.258

Table (2) shows lecturers' first experience dealing with the system of the IEP. The overall mean of the responses is (3.76) out of (5) which varied between the highest mean which is (4.5) and the lowest mean which is (3.2). This indicates the fact that most of the lecturers agreed that they have professional experiences dealing with the system of the IEP.

Table (3): Lecturers' first experience in teaching language skills on Imperial English program

Question	Q.3	Q. 4	Q. 5	Q. 6	Q.7	Q. 8	Overall
N Valid	10	10	10	10	10	10	10
Mean	4.3	4.5	3.9	4.3	4.5	4.1	4.266
Std. Deviation	0.640	0.670	0.830	0.458	0.670	0.7	0.29

Table (3) demonstrates on lecturers' first experience in teaching language skills on the IEP. The overall mean of the responses is (4.2) out of (5), in which the highest mean is (4.5) and the lowest mean is (3.9). This shows that the majority of the lecturers believed that their first experience in teaching language skills on IEP is beneficial.

Table (4): The Impact of E-technology on teaching the Imperial English program

Question	Q.2	Overall
N Valid	10	10
Mean	4.4	4.4
Std. Deviation	0.489	0

Table (4) displays the impact of educational technology on teaching the IEP. The overall mean of the responses is (4.4) out of (5). It shows that most of the lectures have considered that educational technology has a positive impact on teaching the IEP.

Table (5): The influence of applying activities on the Imperial English program

Question	Q.9	Q.10	Q.11	Overall
N Valid	10	10	10	10
Mean	4.6	4.4	4.4	4.466
Std. Deviation	0.663	0.489	0.663	0.081

Table (5) presents the influence of applying activities on the IEP on engaging students in the learning process. The overall mean of the responses is (4.6) out of (5), where the highest score of the mean is (4.6) and the lowest is (4.4). The mean clarifies that the majority of the lecturers admit the fact that applying activities on IEP leaves a very good influence on engaging students in the learning progress.

7. Discussion

The IEP lecturers at the beginning of the academic year have taken intensive training for three days about the IEP. Besides, the pandemic of the coronavirus provided the IEP lectures an experience about educational technologies that made it more accessible for the lecturers to deal with other educational technologies as the IEP. According to the data, educational technology creates a beneficial impact on teaching IEP since it engages students more in learning and makes the learning process more productive.

The findings of the research illustrate that lecturers' first experience in teaching the four language skills as, speaking; listening, reading and writing on the IEP is useful as each section provides many tasks for students to practice. In the speaking section, students can record their voices and develop their speaking skills for debate,

conversation, and presentations. While in the reading section, students can take notes, add summary and vocabulary to the program and have access to images and other contents. About the listening section, students have access to audios and listen to many useful topics that enhance students' listening skills. Moreover, the writing section contains many tips with various interesting topics that encourage students to write and improve their writing skills.

Moreover, the findings also reveal lecturers' first experience in dealing with the system of the IEP. Regarding the marking section, lecturers considered it restful as most of the tasks are auto marked-tasks. The program also includes a teacher book that gives instructions and tips about the tasks. Also, the system of IEP includes many other options as; attendance, class logs, feedback, complaints, tutorials, and ILP which are regarded effective and useful.

The findings of the study also show lecturers' first experience in implementing activities on the IEP such as; group activities and individual activities. The majority of the lecturers have admitted that activities can create an engaging environment for students and enhance the learning process.

8. Conclusion

In summary, this paper argues for a new educational technology known as the IEP. It concentrates on lecturers' first experience in dealing with the program along with the impact of educational technology on teaching the IEP. Therefore, the findings of the research illustrate that other educational technologies as, Edmodo, Google class, and Zoom meetings were helpful for the lecturers to deal with the IEP. In addition, educational technology also creates a positive impact on teaching IEP. Thus, lecturers have beneficial experiences in teaching language skills on the IEP. Regarding the system of IEP, the majority of the lecturers have useful experiences dealing with the system of the IEP. Moreover, the investigation has also shown that applying activities on the IEP leaves a positive influence in enhancing and engaging students in the learning process.

9. Recommendations

To enhance the process of learning the English language in the universities the following recommendations should be considered.

1- Universities should provide special labs for teaching the English language with the latest technology.
2- IEP should be implemented as a curriculum for teaching the English language in other universities as it covers all the areas of learning the English language.
3- Universities should provide training about educational technologies for the lecturers by professionals.

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تویژینەوەیەکی تایبەت لەسەر کاریگەری تەکنولۆجیای فێرکاری لەسەر وتنەوەی پڕۆگرامی (Imperial English) لە زانکۆی لبنانی فەرەنسی لەلایەن مامۆستایانی زمانی بیانی ئینگلیزی.

پوختە:

ئەم تویژینەوەیە تیشک دەخاتە سەر تەکنولوجیایەکی فێرکاری نوێ کە بە (Imperial English) ناسراوەو بەکاردێت بۆ وانه وتنەوه و فێربوونی زمانی ئینگلیزی. لەم تویژینەوەدا تویژەر لە ئەزمونی یەکەمی ماموستایانی زانکۆ لە مامەڵەکردنیان لەگەڵ پرۆگرامی(Imperial English) دەکۆڵێتەوە. بۆ سەڵماندنی گریمانەی ئەم تویژینەوەیە, ڕاپرسییەک ئەنجام درا کە تایبەت بوو بەو مامۆستایانەی کە مامۆستای زمانی ئینگلیزین و وانەی (Imperial English) دەڵێنەوە لە زانکۆی لبنانی فەرەنسی. ڕاپرسییەکە پێنج ئامانجی سەرەکی لەخۆ گرت کە تێیدا گرنگی بە ئەزمونی یەکەمی ماموستا دەدات لە ڕوانگەی بەکار هێنانی سیستەمی Imperial English) (بۆ یەکەمجار ، وتنەوەی زمانی ئینگلیزی لەسەر پرۆگرامەکە , ئەزمونی ماموستا لە تەکنولوجیای فێرکاری وە مامەڵەکردنی لەگەڵ پرۆگرامی (Imperial English) ،کاریگەری ئەنجامدانی چالاکی لەسەرپرۆگرامی (Imperial English)و ڕاکێشانی سەرنجی خوێندکار بۆ پرۆسەی خوێندن وە هەروەها کاریگەری تەکنولوجیا فێرکاری لەسەر وتنەوەی وانەی(Imperial English) . ئەنجامەکانی ئەم تویژینەوەیە ئەوەمان بۆ ڕوون دەکاتەوە کە ئەزمونی یەکەمی ماموستایان لەمامەڵەکردن لەگەڵ پرۆگرامی (Imperial English) ئەزمونێکی بە سوود بوو لەهەموو ڕوویەکەوە.

تاثير التقنية التعلمية على تدريس برنامج (Imperial English) في جامعة البناني الفرنسي عن طريق أساتذة اللغة الانجليزية كلغة أجنبية: حالة بحثية

الملخص:

تلقي الدراسة الحالية الضوء على تقنية تعليمية جديدة تُعرف باسم (Imperial English) المستخدم في تدريس و تعليم اللغة الإنجليزية . حيث قامت الباحثة بعمل استبيان لتسليط الضوء على التجربة الأولى للمدريسين اللذين قاموا بتدريس برنامج (Imperial English) ولاول مرة في الجامعة اللبنانية الفرنسية. يهدف الاستبيان إلى إيجاد خمس وجهات نظر مختلفة فيما يتعلق بخبرة المدريسين الأولى في كيفية التعامل مع نظام (Imperial English)، وتدريس اللغة الانجليزية على البرنامج ، وخبرة المدريسيين في التقنيات التعليمية الحديثه في التعامل مع برنامج (Imperial English) ، وايضا معرفة تأثير تطبيق الأنشطة على البرنامج بإشراك الطلاب في عملية التعلم ، وتأثير تكنولوجيا التعليم على تدريس برنامج (.Imperial English) واخيرا وليس اخرا اظهرت النتائج الدراسة أن التجربة الأولى للمدريسيين في التعامل مع برنامج (Imperial English) كانت مفيدة من جميع الجوانب.