Development evaluation of digital education

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Abstract. On the face of the twenty first century, it seems to me there is no other way of linguistic acquisition as a non-native speaker in both convenient and comprehensible avenue, but The Internet Based Education (IBE). As our live is being computerized day by day, the day of replacement of modern technologies with traditional way of educating is not far away. While being the sufficient method of teaching and learning it has also side effects for building successful teaching and learning environment. In this article, I want to share my research findings on the topic.

Key words: digital learning, Information and Communication Technology (ICT), Computer Assisted Language Learning (CALL), Internet, Information and Communication Technology (ICT), Technology Enhanced Language Learning (TELL), digital native, digital immigrant, technophobe.

Introduction.   Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more. Yet teacher training programs often ignore training in the use of Information and Communications Technology (ICT), and teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology.

Technology in language is not new. Indeed, technology has been around in language teaching for decades- one might argue for centuries, if we classify the blackboard as a form of technology. Language learning software: tape recorders, language laboratories video have been in use since the 1960s and 1970s, and are still used in classrooms around the world. Concordance started in 1969 and the artificial intelligence program specifically designed for language learning appeared in 1976. Computer games for language learning emerged in 1988, e-mail project were used by 1988. The internet knowledge resources were first reported in 1974.

Computer-based materials for language teaching, often referred to as **CALL** (Computer Assisted Language Learning) appeared in the early 1980s. early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities. Probably one of the best-known early CALL activities is that of text reconstruction, where an entire text is blanked out and the learner recreates it by typing in words. For all of these activities the computer then offers the learner feedback, ranging from simply pointing out whether the answer

is correct or incorrect to providing more sophisticated feedback, such as showing why the learner is mistaken and offering remedial activities. The CALL approach is one that is still found on many published CD-ROMs for language teaching.

As access to Information and Communication Technology (**ICT**) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of the **Internet** and web-based tools. The term [1]**TELL** (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the internet and communications technology.

Although the use of ICT by language teachers is still not widespread, the use of technology in the classroom is becoming increasingly important, and it will become normal part of ELT practice in the coming years. There are many reasons for this:

- Internet access-either in private homes, or at internet cafes- is becoming increasingly available to learners.
- Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For the learners the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will in turn become teachers themselves.
- English is an international language, is being used in technologically mediated contexts.
- Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access toa wealth of ready made ELT materials.
- The internet offers excellent opportunities for collaboration and communication between learners who are geographically dispersed.
- Technology is offered with published materials such as course books and resource for teachers.
- Learners increasingly expect language schools to integrate technology into teaching.
- Technology offers new ways for practicing language and assessing performance.
- Technology is being increasingly mobile. It can be used not only in the classroom, lecture hall, computer room or self-access centre, it can also be used at home, on the way to school and Internet cafes.

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[1] http://www.ijimer.com

- Using a range of ICT tools can give learners exposure to and practice in all of the four main language skills- speaking, listening, reading and writing.

Many people are afraid of new technology and, with the increasing with presence of the internet and computers, the term [2]**technophobe** appeared to refer to those of us who might be wary of these new developments. More recently, the term **digital native** has been coined to refer to someone who grows up using technology, and who thus feels comfortable and confident with it – typically today's children. Their parents on the other hand tend to be digital immigrants, who have come late to the world of technology, if at all. In many cases teachers are the digital immigrants and our younger students are the digital natives.

The contexts in which teachers are working with technology can vary widely, and the access the teachers have to know computers – the so called **digital divide –** will affect what we can do our classes in terms of implementing technology. A general lack of ICT training for teachers also means that we still have some way to go until the normalization of technology language teaching, where the use of technology in teaching becomes as the natural as the use of books, pens and paper.

In conclusion we can say nowadays it is highly demanded that every high-qualified teacher must know how to use progress, modern pedagogical technologies. To be successful in the workplace in the future everyone will need to have digital education. Especially English language teachers must be innovative, imaginative and resourceful and have thorough knowledge of subject and adopt new techniques to change socio economic status of the country.   It is important to notice that those counted elements are the mainly principal factors as I consider. Admittedly, we can accumulate numerous examples for each if we think over deeply.

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