

# MORADI'S APPROACH TO ENGLISH LANGUAGE TEACHING AND LEARNING: USING SOCIAL NETWORKS AND TECHNOLOGY TO TEACH CHILDREN

## A ABORDAGEM DE MORADI AO ENSINO E APRENDIZAGEM DA LÍNGUA INGLESA: UTILIZAÇÃO DE REDES SOCIAIS E TECNOLOGIA PARA ENSINAR AS CRIANÇAS

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**Received:** 20 Jan 2023

**Accepted:** 28 Feb 2023

**Published:** 18 Mar 2023

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the personal beliefs and pleasures they have, and even the gender they are, they might switch into the other old methods and approaches to occasionally take the other side of the coin to enjoy or test them. This study is of importance and interest since little( if any) has been written on child study and his/ her use of social networks and technology to learn English language and a greater understanding of the Moradi's approach can be of vital and crucial value to depict and detect the future pace and trace of child study as well.

**Keywords:** Mixed method. Moradi's approach. Interview. Observation. Social networks. Technology.

**Resumo:** O vírus Covid-19, no entanto, matou milhões de pessoas em todo o universo, ajuda a facilitar e acelerar a utilidade das redes sociais e da tecnologia também. O objectivo deste estudo era investigar a utilização de redes sociais e tecnologia para ensinar as crianças. A investigação foi conduzida no âmbito do método misto um. Uma vez que o investigador procurou encontrar uma nova abordagem para o ensino e aprendizagem da língua inglesa, chamou-lhe a abordagem de Moradi. Além disso, o seu objectivo seria considerar como a abordagem de Moradi pode iluminar e preparar o caminho para que as crianças facilitem e acelerem a aprendizagem da língua inglesa. Para alcançar este objectivo, poucos estudantes árabes e afegãos do ensino elementar foram levados em consideração com vista às suas condições familiares e sociais. A investigação foi realizada de forma mista, utilizando testes, questionários, observação e entrevista para descobrir e desembrulhar a forma como abordam e entusiasma a abordagem de Moradi, ou seja; aprender inglês através de redes sociais e tecnologia. Esperava-se que se agarrassem mais à nova abordagem do que às outras abordagens antigas, uma vez que é mais fácil, mais rápido e mais divertido compreender e recordar a língua inglesa; no entanto, dependendo do contexto e da situação em que vivem, das crenças e prazeres pessoais que têm, e mesmo do género que são, poderiam mudar para outros métodos e abordagens antigas para, ocasionalmente, tomar o outro lado da moeda para os apreciar ou testar. Este estudo é importante e interessante uma vez que pouco (se algum) foi escrito sobre o estudo da criança e a sua utilização de redes sociais e tecnologia para aprender a língua inglesa e uma maior compreensão da abordagem de Moradi pode ser de valor vital e crucial para retratar e detectar o ritmo futuro e os vestígios do estudo da criança também.

**Palavras-chave:** Método misto. A abordagem de Moradi. Entrevista. Observação. Redes sociais. Tecnologia.

## **Introduction**

As the topic speaks for itself, this study aims to find the potential impact of the use of social networks and technology on children while learning English language. It has been accepted that people in general, and children in particular can learn and reflect English language better and faster while it is accompanied with games, fun, and pleasures. In addition, with the advent of computer, internet, mobile, etc. students have been overwhelmed in and brimmed with the ocean of knowledge and research. Here is the point where this researcher is going to analyze and study the reactions and responses of people, especially children upon using social networks and technology while learning English language. It is also expected to observe and generalize the outcome into the whole universe. This study remains limited, however, to the children or the Arab and Afghan elementary students mentioned above.

The target goal, after all, is to help the students make proper, faster, and easier learning of English language. Moreover the role of social networks and technology in shaping and improving the condition is estimated herewith through the feedbacks and efficacy teacher attains. At last, it's intended to investigate whether the Moradi's approach is generally applicable and feasible throughout the globe or not.

## **Literature Review**

In reference to the past history of the topic, it's a fact that little (if any) has been written on child study and his/ her use of social networks and technology to learn English language and a greater understanding of the Moradi's approach can be of vital and crucial value to depict and detect the future pace and trace of child study as well.

Smith (2007) maintained that technology integration is the use of technology resources- computers, mobile devices, videos, digital cameras, social media platforms and networks, software applications, the Internet among others- in daily when it helps supports the curricular and the students' goals, when students use it effortlessly and regularly and have easy access to it. The benefits of Information and Communication Technologies (ICTs) integration in education have been extolled by many researchers and have been reported to:

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- help students engage in academically purposeful activities, become autonomous in learning and support their collaborative linguistic skills (Dudeny&Hockly, 2007; Prensky, 2010).

- heighten their levels of engagement (Davies, 2011)  
- strengthen their ties to the educational institution (Anderson, 2007)  
- support student-centered and self-directed learning (Castro, Sánchez and Alemán 2011)

- produce a creative learning environment (Chai, Koh and Tsai 2010)  
- offer more opportunities to develop critical (higher-order) thinking skills (McMahon, 2009)

- improve teaching and learning quality (Gee, 2011)  
- support teaching by facilitating access to course content (Conole, and Alevizou, 2010)

Rheinhardt and Zander,( 2011) stated that online social networks can provide a platform for L2 learners “for community participation and identity construction”. In a study where online social network “Facebook” was used for language teaching, they have found that the use of online social networks in language teaching support in language socialization and hence promotes language acquisition too. Harrison and Thomas (2009) also found in their study that the use of online social networks promotes active language learning as both teachers and learners can participate in a “collaborative learning environment” which provides opportunities for interaction and thereby helps in language socialization language. Baralt, (2011) believes that the online social network, Facebook provides the facility of individual and group interaction to its users. Users can also upload pictures, songs, create groups, sends messages, etc. on Facebook and be therefore exposed to the authentic. Furthermore, it also provides a platform to the learners to use the target language outside classroom for practical interaction purpose. In these ways, Facebook creates opportunities for learners to understand the social practices embedded in language and apply those in real life interaction.

Barnes, Marateo, and Ferris (2007a) refer to a list of multimedia tools- among others social networks, learning management systems (LMS), wikis, blogs-, that comprise the technological methods that can help students engage in their learning and construct knowledge. Learning with the help of Web 2.0 tools and Social media has positive impact

on language learning making learning a collaborative and communicative process that can provide a more diverse custom made student experience through asynchronous environments.

## **Methodology**

This study enjoyed a mixed method research. Actually the researcher took into account some kinds of social networks and technology such as skype, facebook, telegram, youtube, mobile ,etc to teach elementary students , while no physical classroom and books were needed or used .Each week students were asked to be online and in connection with their teacher, do their homework , ask and answer the teacher, take their tests and exams, and the last week of the months they were tested, and their observations and interviews were recorded for later analysis. And in order to compile a comprehensive tests and records it was continued for one academic year.

The Moradi's approach is expected to reflect and respond through their use of social networks and technology in their educational program and language learning. Of course, it depends, to some extent, on their beliefs and personal worldviews in different situations as well.

Finally, the recorded data was analyzed carefully for the probable results, whereby we might come to the new approach, that is, Moradi's approach over the topic in question.

The data came to be the passages, books, homework, and so on taken from their school books and pamphlets. A minimum of 30 questions were formulated monthly in English taking into account all factors involved. The test was also needed to be followed with their observation in a real life milieu and some interview for later analysis.

## **Conclusion**

It was concluded that the Moradi's approach was a really complete and close substitute for the other kinds of English language methods and approaches existent.

The philosophy behind the Moradi's approach lies in the researcher's 20 year experiences of teaching at English language institutes, schools and universities in which teenagers , adults, and especially children and elementary students have been his addressees and learners. This topic has been chosen, defined and developed to clarify and facilitate the

learning of English language. In addition, our discussion is being processed to fit into the matter at issue and come to a convincing conclusion.

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