

Impact of New Educational Technologies on the Performance of the Teachers in the Secondary Schools of Peshawar, Khyber Pakhtunkhwa

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Abstract

The purpose of this paper is to study the provision and application of new educational technologies with reference to the effective and appropriate performance of the secondary school teachers of KPK. Using the survey method, the data were gathered from 200 teachers through a questionnaire. The questionnaire had two parts; part one sought participant's demographic information, whilst part two examined the practice, competencies, changing role and parameters of the teachers by incorporating new educational technologies. This paper argues that engaging with new technologies the teachers can make continuous everlasting professional development which enhances the educator's achievement. This paper also suggests some possible ways in which technologies transit the effective teaching to the new future of educational system.

Keywords: Educational technologies, Teachers, Effective teaching.

1. Introduction

To cope with the challenges of the modern world, the knowledge of technology is the basic requirement of secondary schools of District Peshawar in Khyber Pakhtunkhwa (KPK). The present elementary and secondary education department, government of Khyber Pakhtunkhwa (KPESE, 2015) mandates that all elementary and secondary school's grade 6-12 students must be prepared to understand, utilize and pertain to the new educational technologies in constructive, functional and ethical ways. To survive with the prosperity and development, our new teachers must have the awareness about the impact of learning technologies to enhance student's performance in every subject i.e. language, mathematics, science and social studies etc. The teacher is considered in world as a change agent. The present-day teachers are expected to play the role of technology leaders in classroom learning. Now the knowledge is vast, but our textbooks are limited. To make the studies interesting, understandable and effective for new generation it is necessary to adopt the technologies in classroom-learning by the teachers. The new generation does not find the studies interesting. The new educational technologies gave them attractive atmosphere of learning instead of memorizing the things. Students of the modern world have the curiosity to get more and more knowledge and get into the depth of any problem. The implementation of these technologies not only facilitates the classroom learning but also makes them to compete with the contemporary world. The teachers are the only source to give them the awareness about these technologies. A teacher can develop social values among students by behaving ideally.

The best remedy of student's problems related with learning is diagnostic teaching. The use of new educational technologies not only makes the learning easy, interesting and durable but also economical and cost effective. In past years teachers were used to teaching in rigid, formal and stereotyped ways. It means they only transferred knowledge, and students just memorized it without comprehension; they failed to develop any clear concept of the lesson.

Klein, S.S. (2007, p. 191) edited the Abbott, G. et al. statements about the definition of the terms used to describe the technology in education as information technology (IT), instructional technology and educational technology (ET) and many related terms. This can be explained in following model;

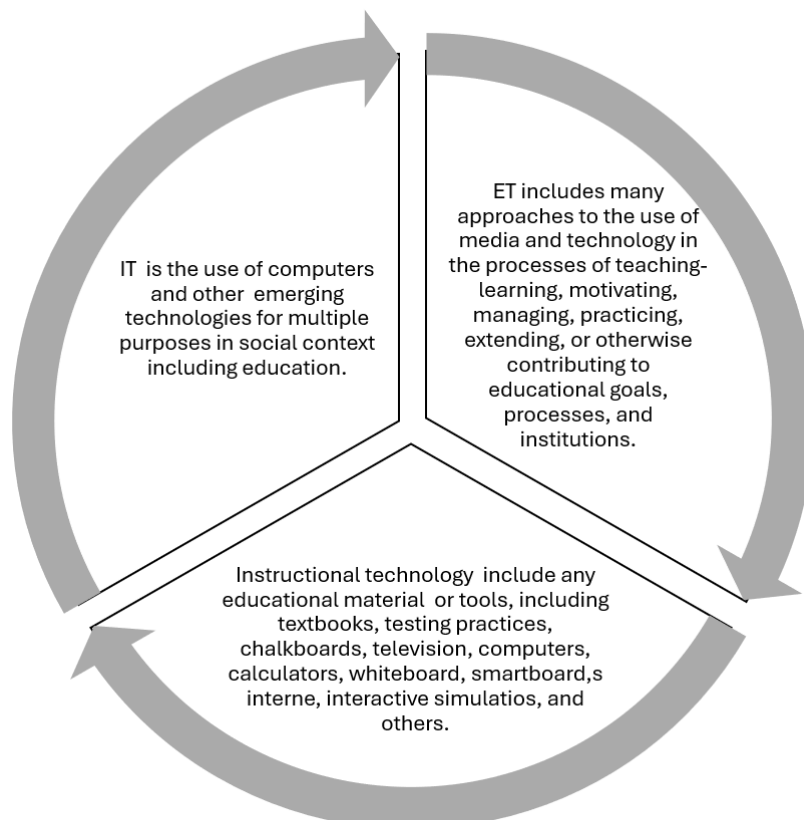


Figure 1: Definition of IT, instructional technology and ET

The researchers have concluded that Informational Technology, Educational Technology and Instructional Technologies are interrelated terms regarding their use in classroom learning.

Pathak & Chaudhary (2012, p 04) used the term educational technology as it is not a simple combination of the words, education and technology. It is usually thought even more than the sum of its interpretations i.e. technology on education and technology of education. If we see the evolution of classroom learning we realize that our teachers are still using chalk board of 1890's technology in our district schools, while the world is changing rapidly as per minute rate. Cuban, C. (1986, p.04) shared that in the nineteenth century, chalk and slate, books, and pictures were the sole mediums of instruction. This teacher-centered approach has since expanded to include a broader array of visual tools for conveying facts, skills, and values. In KPK, there are many factors which make hurdles in the provision of ET e.g., lack of ET and IT resources, lack of trained teachers, and lack of devoted teachers etc. The present government puts great emphasis on the use of new technologies in secondary schools, e.g., installment of well-equipped computer laboratories, provision of tablet computers, the supply of internet services in computer labs etc. The survey of district schools in KPK revealed that most schools had technology gadgets, such as Information and Communication Technology (ICT). However, the lack of understanding on how to utilize them in classroom learning often results in a restricted, lockdown approach to school networks, intended to protect the machines from teachers and students. The district schools' survey highlighted that many teachers have not applied the technologies in classroom learning. Very few teachers of KPK schools have used computers and mobile phones in meaningful ways with learners.

2. Students of 21st century and use of New ET

The comparison of the year 2000 and 21st century gives the idea regarding technology integration in the words that the present century students are much more technology savvy than before. Prensky (2001, P. 1) argued in his article that today's students are radically different from the teachers who are teaching them; "They are not the people our educational system was designed to teach them".

To remove the difficulties of the students is most important for a teacher. Today's learners are different, they did not respond positively to the same traditional teaching methods. Tapscott, (1998, P.3) defended the present students and stated, "They want to be user not just viewer or listeners".

The district schools have focused on purchasing equipment's, setting up labs and wiring their buildings, without considering the substantial organization and cultural changes that are necessary to support appropriate use of technology to enhance educators learning. As a result, many KPK schools have expensive computer labs that are lying idle or being used for typing, games and other non-meaningful purposes. Dowling, C (2003, p. 15) stated that technology is changing where and when we learn, "Anywhere any time" has become a favored slogan for electronically mediated learning environments. The benefits of this may appear somewhat equivocal in relation to school – age students. The author added that the role of the teacher moves from the "sage on the stage" to that of a collaborative facilitator of learning.

Yassaei, S. (2012, p. 12) discussed the advantages of media in teaching English as a well-known way to create meaningful context for teaching English is through using media, which can be delivered through a wide variety of print, audio, and visual formats. The author described that the current information age requires teachers to be familiar with media and media literacy.

Thoman (2003) proclaimed that media literacy has an influential role in educational programs, including second language learning. It can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers and videos. Cundell (2008, p.17) stated that one of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts. Cuban, C. (1986, p. 3 – 4) defended the teachers and stated that more recently, films, radio, tape recorders, television and

computers have entered the teacher's cupboard to be counted as automated and electronic teacher helpers. As a result the promises implied in these aids caught educator's attention: individualized instruction, relief of the tedium of repetitive activities, and presentation of content beyond what was available to classroom teacher.

In today's fast-moving world, present generation is facing world where social media, mobile technology and online communities are fundamental to the way that they communicate, learn and develop. Mahboob, A. (2015) presented the educator's role with the use of online audio/video recourses as by the use of new education technology teacher can achieve a number of goals like,

- Provision of space for critical thinking
- Better understanding regarding topics by providing access to it using different modalities and technologies
- Broaden the sense of the same topic in different ways
- Comparison with real life experiences
- Judge the other ideas by the use of online technologies
- Find the learning as fun

Digital immigrants did not believe their students can learn successfully while watching television or listening to music, because they could not. They thought that digital learning could not be fun (Prensky, 2001, P.3).

3. New Educational Technologies and Professional Development of the Teachers

The survey revealed that many district schoolteachers appeared unaware of the use of new ET in classroom learning. the KPK SSTs are assuming today's students do not learn the same ways as students did a decade ago and the same method used then will still work now. An ideal teacher is a friend, philosopher and guide. The main causes of the failure in the accomplishment of curricular objectives are ineffective method of teaching. The teacher should be honest and sincere with the profession. Abbott, Bievenue, et al.(2007, P. 203) advised the KPK teachers that they must learn how to engage students, provide continuity within the curriculum and school, and build student's capacity for incorporating technology; teacher is professional development programs that do not address all three components (i.e. engagement, continuity, and capacity) will not be successful in the long term. The authors further stated that whether today's teacher like it or not, the issue must be confronted, and both teaching methods and content must be reconsidered. The author added that this will require a paradigm shift that has already begun in some classrooms. Halai, A. (2011 & 2013) explaining the role of professional development of teachers as re-conceptualization of the role of a teacher is a complex process requiring questioning of some deep-rooted assumptions about what it means to be a teacher. Strong professional development programmes would need to be in place to support teachers in the process of re-conceptualization of their practice. According to Pakistan, Ministry of Education (2009, 33) all teachers shall have opportunities for professional development through a programme organized on a three – years cycle basis. Progress in career shall be linked to such professional development. Dowling (2003, p.16) insisted that at a practical level, teachers need to become learners, exploring the potential of the new technologies with as open a mind as far as possible.

As designated above, the salient features of the new educational technology in classroom learning is broadly accepted but actual details of its phraseology have not been consistently famous. Therefore, in the local schools of District Peshawar, Khyber-Pakhtunkhwa, this study sought to recognize and explore the effective and proportionate applications of new educational technologies by secondary school teachers. The following objectives of the study were developed; in relation to the District, were recognized as important:

- i. To execute the terminology of new educational technologies in the teaching-learning process.
- ii. To investigate the impact of new educational technologies on students' performance.
- iii. To gather the changing role and parameters about the problems faced by the secondary school teachers.
- iv. To bring in the latest educational technologies for classroom learning.

4. Methods and Procedure

Using a mixed-method research design, both quantitative and qualitative tools were employed to gather data from the research participants. A list of schools was taken from District Education Management Information System (2013 – 2014), which included 128 Government High School in District Peshawar, whereas the boys' schools in urban area are 50 and in rural area are 78. The sanctioned teaching posts are 2595 in boys' schools and 1849 in girl's schools whereas working teachers are 2138 and 1439 respectively. There are 457 are vacant post in boys' schools and 410 are in girl's schools (Annual Statistical Report 2013 – 2014). The sample included of 200 male and female SSTs from District Peshawar including almost all subject teachers i.e. language, science, mathematics etc.

The principal researcher visited all the selected schools and administered the opinionnaire personally to collect immediate information from the SSTs about their knowledge and skills of teaching techniques and to look at records for available materials. A questionnaire was developed based on closed questions and having Likert scale for empowering the respondents to show their level of agreement with the statements. The opinionnaire had two parts. Part first sought personal information about the respondents (e.g., age, gender, work experience and professional qualification) while part two had 28 items, gathering data regarding curriculum design, lesson planning, availability and utilization of educational technologies, and professional development of secondary school teachers.

4.1. Results

This part of the paper deals with the results and discussion obtained from analysis of the questionnaires of the respondents of the study. The questionnaire made enquirer the changing role and parameters of the secondary school teachers regarding provision, application, trends, problems, and present status of the new educational technologies. It has been also examined that the status of developing technologies supplemented the teaching practices and competencies of the secondary school teachers. The results showed that the efficient use of instructional technologies not only promote and intensify the teaching-learning process but also make the everlasting professional development of the teachers. The discussion gave the references of developed countries who adopted the new educational technologies and get lifelong learning on the part of educator and learner. The important features of the applications of new educational technologies have been analyzed as below.

It can be observed from Table 1 that the majority of respondents (66%) viewed that the present curriculum ensures the use of the ET in the classroom. Besides 78% agreed that the curriculum provides conceptual clarity of course material and other 56% accepted that present curriculum coincide the need of the learner. The only 7% SSTs accepted that they are not plan lesson before lesson delivery. The maximum schoolteachers (60%) declared that they arrange charts and models for effective classroom learning. More than 80% respondents admitted that they utilized the science labs for biology, chemistry and physics practicals. The maximum respondents (82%) reported that there were no well - equipped labs for the use of computer mediated communication, while other (69%) respondents claimed that they have no internet facility for teaching-learning process, on the other hand remaining 31% declared that school head's did not allow them to utilize the internet facility for other subjects accept computer science. The minimum (31%) SSTs reported that their head teachers did not allow them to use computer labs for teaching-learning process. They also mentioned that school heads did not provide the space of the use of NET in school/class timetable. The majority of the respondents (93%) were of the

opinioned that there were no presentations due to non-availability of overhead projector and multimedia in classroom learning. only 7% of the respondents admitted that they utilized the multimedia & overhead projected in science practicals. More than 50% SSTs stated that they use mobile phone for text delivery, besides 93% accepted that they have no facility of latest mobile gadgets for m-learning. The 50% teachers stated that they have no opportunity to attend workshop regarding new education technology. The majority of the (66%) participants indicated that administration was non-cooperative in providing new educational technologies for teaching-learning process.

Table 1: Secondary School Teachers responses regarding Instructional Technologies

Item	Statement	5 f %	4 f %	3 f %	2 f %	1 f %	n f %
1	Present curriculum ensure the use of ET	23 (11.5)	23 (11.5)	132 (66.0)	10 (5.0)	12 (6.0)	200 (100.0)
2	Conceptual clarity of course materials	22 (11.0)	90 (45.0)	66 (33.0)	10 (5.0)	12 (6.0)	200 (100.0)
3	Present curriculum coincide the need of the learner	33 (16.5)	92 (46.0)	21 (10.5)	43 (21.5)	11 (5.0)	200 (100.0)
4	Lesson Planning before teaching	165 (82.5)	15 (7.5)	13 (6.5)	4 (2.0)	3 (1.5)	200 (100.0)
5	Availability & use of following non-projected A/V aids						
5.1	Models	55 (27.5)	53 (26.5)	52 (26.0)	20 (10.0)	20 (10.0)	200 (100.0)
5.2	Charts	88 (44.0)	77 (38.5)	25 (12.5)	10 (5.0)	10 (5.0)	200 (100.0)
5.3	Laboratory	55 (27.5)	104 (52.0)	21 (10.5)	10 (5.0)	10 (5.0)	200 (100.0)
5.4	Library	70 (35.0)	22 (11.0)	45 (22.5)	31 (15.5)	32 (16.0)	200 (100.0)
6	Well-equipped Labs for the use of computer mediated communication	44 (22.0)	9 (4.5)	11 (5.5)	22 (11.0)	114 (57.0)	200 (100.0)
7	Labs according to the strength of the students	69 (34.5)	11 (5.5)	10 (5.0)	20 (10.0)	90 (45.0)	200 (100.0)
8	Proper internet facility for teaching-learning process	55 (27.5)	1 (0.5)	3 (1.5)	4 (2.0)	137 (68.5)	200 (100.0)
9	Utilize computers for science subjects	22 (11.0)	9 (4.5)	1 (0.5)	9 (4.5)	145 (72.5)	200 (100.0)
10	Encourage students' involvement	105 (52.5)	33 (16.5)	41 (20.5)	10 (5.0)	11 (5.5)	200 (100.0)
11	Availability & use of following IT equipment						
11.1	Computer	88 (44.0)	3 (1.5.0)	3 (1.5.0)	3 (1.5.0)	103 (51.5.)	200 (100.0)
11.2	Overhead Projector	1 (0.5)	11 (5.5)	1 (0.5)	1 (0.5)	186 (93.0)	200 (100.0)
11.3	Multimedia	1 (0.5)	2 (1.0)	2 (1.0)	11 (5.5)	184 (92.0)	200 (100.0)

11.4	Mobile Phone	100	4	2	3	91	200
		(50.0)	(2.0)	(1.0)	(1.5)	(85.5)	(100.0)
12	Use of Overhead projector for the teaching-learning process	4	22	6	2	166	200
		(2.0)	(11.0)	(3.0)	(1.0)	(83.0)	(100.0)
13	Use of mobile phone in m-learning	4	2	4	4	186	200
		(2.0)	(1.0)	(2.0)	(2.0)	(93.0)	(100.0)
14	Prefer ETT in teaching-learning process	170	10	10	5	5	200
		(85.0)	(5.0)	(5.0)	(2.5)	(2.5)	(100.0)
15	Administration cooperates in using ETT in classroom learning	33	33	11	22	111	200
		(16.5)	(16.5)	(5.5)	(11.0)	(55.5)	(100.0)
16	Experience of pre-service of ETT	39	7	46	28	90	200
		(19.5)	(3.5)	(23.0)	(14.0)	(45.0)	(100.0)
17	Apply pre-service experience of ETT	11	40	9	20	120	200
		(5.5)	(20.0)	(4.5)	(10.0)	(60.0)	(100.0)
18	Attend workshops regarding ETT	40	11	62	11	76	200
		(20.0)	(5.5)	(31.0)	(5.5)	(38.0)	(100.0)

Note: 5=Always, 4=Often, 3=Sometimes, 2=Rarely, 1=Never. Figures given within parentheses represent percentages.

As Table 2 represents that district Peshawar school teachers have the facilities writing board and textbook in their classroom learning. while on the other hand they have no idea regarding the availability and application of new educational technologies in teaching-learning process. It is also acceptable environment that the present government of district schools (KPSES) feels the importance of new educational technologies in classroom learning. They took positive steps in providing the 2,527 tablet computers (pre-loaded with modern and innovative materials regarding mathematics, science and English subjects) among SSTs (KPSES) (Mashriq, June 24, 2015). The technology gadgets i.e. multimedia device and projector have great influence on classroom learning. As Butler, G. et al. (2015, p. 07) described the one example of small task teaching material is PowerPoint presentation. The use of presentation in pre-task activity gives a fruitful result where students worked together in groups to brainstorm relevant topics of conversation for each context; While Ellis (2003) discussed two main uses of presentation in lesson. (1) Supported student learning in preparation for the final test task and (2) elicited language from students that resembles real-world use, a goal of language tasks. On the other hand Yassaei, S. (2012, p. 13) suggested the use of video in classroom learning as if the class is equipped with a computer, video projector, or computer labs then teacher can record the videos using a digital camera or even their mobile phone and displayed them according to lesson delivery need.

Table 2: Frequency shows 100% preferred responses of SSTs regarding the use of Innovative ETs

Item	Statements	1 f %	n f %	5 f %	n f %
1	Availability& use of writing boards	-	-	200	200
		-	-	100	100
2	Availability& use of text books	-	-	200	200
		-	-	100	100
3	Face problems in using computer labs in classroom learning	-	-	200	200
		-	-	100	100
4	Availability& use of Microsoft surface	200	200	-	-
		100	100	-	-
5	Availability & use of Tablets	200	200	-	-
		100	100	-	-

6	Conduct video conferences for classroom learning	200	200	-	-
		100	100	-	-
7	Multimedia presentations to supplement the classroom learning	200	200	-	-
		100	100	-	-
8	Share i-movies in classroom learning	200	200	-	-
		100	100	-	-
9	Encourage students with web-based education program	200	200	-	-
		100	100	-	-
10	Use of Microsoft Surface to supplement the classroom learning	200	200	-	-
		100	100	-	-

Note: 5=Always, & 1=Never. Figures given within parentheses represent percentages.

Table 3 depicts responses and percentages regarding the availability of instructional technologies. As mentioned in the table, in most cases, the new instructional technologies are predominated. The below table shows that the use of non-projected A/V aids are common in our district schools, while the lack of NET(new educational technologies), the district learners are not able to improve their learning skills, even where they were available , than due to non-cooperative attitude of school heads, shortage of energy power, lack of IT experts and laziness of SSTs etc., they were not able to utilize them for effective purposes. The researchers suggested that the proper provision and application not only enhance the teaching skills of the educators but also generate a successful learning environment. As Miller, P. (2012, p.38) explained that teacher's specific teaching skills of creativity and challenge are associated more with the types of materials and activities, their level and appropriateness. Ease and facility in these two areas come with experience and familiarity with the syllabus and materials.

Table 3: Opinion about A/V aids provided in Secondary Schools

S. No	A/V aids	SST				Total
		Yes	%age	No	%age	
1	Writing Boards	200	100	0	0	200
2	Charts	120	60	80	40	200
3	Models	100	50	100	50	200
4	Laboratories	110	55	90	45	200
5	Library	130	65	70	35	200
6	Textbooks	200	100	0	0	200
7	Computer	80	40	120	60	200
8	Overhead Projector	40	20	160	80	200
9	Multimedia	10	5	190	95	200
10	Mobile phones	200	100	0	0	200
11	Microsoft surface	0	0	20	100	200
12	Tablets	0	0	20	100	200
13	CAS	8	40	12	60	200
14	Videos	4	2	196	98	200
15	CDs	3	1.5	197	98.5	200
16	DVDs	3	1.5	197	98.5	200
17	Television	1	0.5	199	99.5	200
18	Educational Television	0	0	20	100	200
19	Internet	100	50	100	50	200

Table 4 depicts the importance of instructional, informational and educational technologies that were

not ignored by the secondary school teachers. They suggested a number of steps to improve the district school performance regarding the application of new educational technologies. The below table indicated that majority educators (61.5%) demanded the IT experts/computer teachers for computer labs. Most of the SSTs (68.5%) claimed that if they wanted to bring students in computer labs for teaching – learning process than due non-enough space they were not able to adjust their whole class in labs, so they avoid utilizing the labs for teaching purposes. Majority (94.5%) suggested the refresher courses for capacity building of teachers regarding the application of NED. About 50% teachers demanded the internet facility in computer labs while 56% were agreed to utilize the computer labs for the teaching of science subjects and 46% for arts subjects. Most of the educators (95%) demanded the motivational attitude towards head teachers regarding the use of mobile phone in m-learning in teaching –learning process.

Table 4: Suggestions of the SSTs

S. No	Suggestions	F	%age
1	Computer teachers/IT teachers should be provided	123	61.5
2	Computer Labs should be arranged according to the strength of the students	137	68.5
3	Teacher's refresher courses or in-service teachers training should be enhanced	189	94.5
4	Internet facility should be provided in computer labs	100	50
5	Computer labs should be allowed for the teaching-learning process of the science subjects	112	56
6	Teachers should encourage using computer labs for arts Subjects	98	49
7	The Head of the institution should allow mobile-phones for m-learning	190	95
8	Multimedia & Overhead projector should be provided	99	49.5
9	Provide enough space for computer assisted instructions in classroom about timetable	60	30
10	Give awareness about new trends of educational technology	154	77

5. Conclusion

As the results and discussions have shown, the SSTs were of the view that the present curriculum of secondary schools is up-to-date and according to the need of the learners. They declared that they plan their lessons before teaching but not in black and white shape; they plan it mentally. They depicted that most of the instructional technologies were accessible to secondary school students i.e., writing boards and textbooks. In addition, they concluded that some of them arranged the charts and models for teaching-learning process according to the subject need. They shared that they utilized the laboratories for the teaching of science subjects. They declared that they have one period/slot for library each week for each class. A minimal number of educators had the facility of well-equipped

computer labs at their schools; however, these labs were not being properly used in the teaching-learning process and were lying idle and dusty. Computer-student ratio was not according to the strength of the school. Most of the teachers argued that the head teachers did not allow the mobile phone for m-learning in classroom teaching. They stated that they utilized the mobile phone for only communication purposes. The study revealed that only a small number of SSTs have preservice training in the application of new educational technology, and among them, only a few have utilized this experience in the teaching-learning process. On the other hand, most of them shared that they have not received such training in their career by the administration. The secondary school educators agreed that new instructional technologies have a great impact on lifelong learning of the students and improve efficiency of the teachers. They demanded the proper cooperation of the head teachers in utilization of computer laboratories in science and other subjects.

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