Crossref doi | Google Scholar | WorldCat | MENDELEY

2024
Volume 05
ISSN 2767-3278
CURRENT RESEARCH JOURNAL OF PEDAGOGICS
OPEN ACCESS JOURNAL

Research Article

USAGE OF INFORMATIONAL TECHNOLOGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) IN B1 LEVEL CLASSES

Saveleva A.

Fourth year student, English language translation theory department, USWLU, Tashkent, Uzbekistan

Salikhova N.I.

Scientific advisor, English language translation theory department, USWLU, Tashkent, Uzbekistan

ABSTRACT

Integrating informational technologies in teaching English as a second language (ESL) in schools has become increasingly significant in enhancing language acquisition and improving educational outcomes. This article explores the various technological tools and methodologies utilized in ESL classrooms, highlighting their advantages and challenges. Through a comprehensive review of current literature and case studies, the article identifies key benefits such as increased student engagement, personalized learning experiences, and access to diverse resources that facilitate language learning. Additionally, it addresses obstacles educators face, including technological literacy, resource availability, and resistance to change. The findings suggest that while technology offers transformative potential for ESL education, effective implementation requires targeted strategies and ongoing professional development for teachers. Ultimately, this article provides insights into best practices for leveraging technology in ESL instruction to foster an engaging and effective learning environment.

KEYWORDS

ESL teaching, informational technologies, gadgets, language, communication, skills, artificial intelligence, cyber technologies, devices, methods.

INTRODUCTION

"Technology integration refers to "a condition in which technologies play an active, ordinary, and original role in language pedagogy" (Torsani, 2016, p. 45). This supposed pedagogical role interwoven with technological affordances refers to the idea that if technology fails to draw on pedagogy-driven approaches in language education and is used just for the sake of today's fashion, then this kind of instructional environment offers no educational benefits, nor does it foster potential learning practices of students." Tutku Özkan

1. Modern methods of integrating informational technologies into ESL teaching

Over the last two decades teaching a foreign language has become a significantly wider spectre of necessary skills than before. Instead of direct teaching or translation methods, today teachers have access to many gadgets and electronic devices to implement. For this reason, a lot of new teaching methods and techniques appeared to be essential. Moreover, the quarantine period had an undeniable impact, so that online teaching is now on the same level as face-to-face classes. For example, now teachers have an opportunity to create and generate tests and quizzes for school and university students accessible online and with a smart board in order to apply creative teaching methods and make the lesson less formal. Another extremely useful perk given by IT is creating interactive games of different kinds using online sources. Created activities might be accessed via various tools, such as computers, smartphones, smart boards, tablets, browser applications, etc., which makes this method one of the most implemented, especially in middle and high school, where students are tightly connected to their devices.

As we know, in terms of online teaching, there are numerous cyber technologies utilized as well. For instance, such collaboration tools, as Google Meet, Zoom, and Discord allow not only conducting remote individual and group lessons but also enable many creative teaching methods, which are impossible to imply without relevant equipment. Such activities as interactive jeopardies, augmented reality conversations or visually supported academic contests demand either specific devices in the classroom or a lesson conducted online in one of the mentioned applications. Mostly, these pedagogical techniques were used during quarantine time, however, more than four years later they remain popular and are being enhanced continuously.

Apart from small devices developed for conducting specific activities, in modern ESL teaching, there are whole platforms used for designing and conducting courses and separate lessons. The most popular example is Miro, which is currently widely used in schools and learning centres. This website enables creative visual and content design of lessons and syllabi, allows uniting all the necessary information in the same place, and creates unique plans and activities for each academic demand and students' needs. What is more, online learning platforms save a lot of time for a teacher by automatically and instantly submitting and checking answers to the given tasks.

2. Advantages of using information and communications technologies in ESL teaching

When teaching a foreign language, one of the most problematic aspects is providing students with an opportunity for verbal communication without using their native language. On this occasion, the usage of informational technologies appears the most convenient decision, as they are mostly free of charge, accessible, and convey a lot of communicative functions. First of all, there is an opportunity to conduct a real-time conversation with a native speaker,

which eases the situation for countries that do not have the English language as a publicly spoken one. However, it is still quite problematic and may lead to other difficulties. An advantage of using IT in ESL teaching with fewer obstacles is an opportunity to provide students with authentic materials and include them in the students' daily use, e.g., TV shows, interviews, podcasts, etc. This helps students to develop speaking proficiency, improve listening comprehension, and avoid strong foreign accents in pronunciation. In addition, various social media widely used by students help enlarge their active and passive vocabulary, improve reading and listening comprehension of English speaking from all over the world, and, especially, develop writing proficiency by communicating with other speakers through the text. Using social media also appears to be unopposed by learners as it does not seem a real learning process, so the students soak the information subconsciously, without even trying to learn. However, in the future language practice modern slang, spoken constructions, and grammar norms appear in speech naturally and correctly.

Moreover, another important tool to mention is the online learner's dictionary and online applications with similar functions. Teaching to use such electronic sources as Merriam-Webster Dictionary, Cambridge Learner's Dictionary, Oxford Learner's Dictionary, Longman Dictionary of Contemporary English, etc., or applications like DeepL, Reverso Context, etc., opens a technique of independent research for students and brings freedom in many terms. Moreover, being able to use such tools, students are more likely to continue self-education in terms of learning English after graduation from school. To encourage using such sources teachers might provide their classes with presentations and research projects, which demand not only searching for relevant vocabulary but also

using applications to create visual aids, that is one more IT tool to enhance learning progress.

Last, but not least thing to mention is artificial intelligence (AI), which is gaining popularity in all spheres of life nowadays. Many students of schools and universities use AI to delegate intellectual work, however, if used wisely it can become a beautiful source of communicative practice. Apart from just generating information, AI dialog applications are able to become real conversation partners, which poses one more opportunity to have verbal practice in the classroom and during independent studying.

3. Difficulties and obstacles in integrating informational technologies in ESL teaching

Although the internet is commonly used, some other technical issues might be obstacles to the process of integrating IT into the teaching process. First of all, not every school is able to afford enough gadgets to equip all the classrooms. Unfortunately, sometimes even providing teachers with personal computers or laptops is problematic. In small towns or distant localities, this is a real and poorly solved issue. Moreover, teachers must be in a continuous process of self-development in order to be capable of using cyber technologies and track constant upgrades in modern methodology.

However, class size and time limitations might also pose a barrier between traditional teaching methods and implementing informational technologies. If in small or middle-sized groups it is quite possible, then in larger groups it is difficult to involve every present student in an ongoing activity. A possible decision might be working in small groups, but in this case, the outcome would be much less efficient and there is always a risk of misunderstanding the task by one particular group in a large class, which might force others to lose time. Moreover, the large amount of students and the type of class (online or face-to-face)

limit the number of possible activities to implement during the lesson. Not to forget that mixing teaching workload and integration of ICT requires brilliant time-management skills and a lot of preparation. For this reason, teachers prefer to sacrifice cyber technologies usage during the lessons in order to emphasise traditional methods of conveying information.

Apart from obvious problems and scarcities, some teachers are simply reluctant to upgrade their methodology and try new techniques and services in their practice. Making teaching a language their routine they might be afraid to step out of their comfort zone and fail in trials.

4. Using artificial intelligence (AI) in ESL teaching

As it was mentioned above, artificial intelligence offers plenty of services and might be used for various purposes, and when used wisely and thoughtfully, can be the golden key to easy and creative teaching. First and the most obvious use of AI for ESL teachers is generating tasks. Worksheets, presentations, text exercises, cue cards, pictures, etc., are in daily demand and must be done in enormous amounts, especially for primary and middle school teachers, so at one moment human creativity burns out and lessons become boring or inefficient. For this case, there are several AI platforms that help teachers generate and edit tasks, gather and summarise information, and bring their ideas to life easily and quickly.

Additionally, AI tools are not only able to generate answers to given requests. Nowadays they have become a new generation of searching systems, as AI search filters information and sources better. However, every AI user must stay attentive and check the search results carefully. As artificial intelligence is a brand-new invention, it is not yet flawless. Some articles, sites, and even whole applications might appear to be fake or AI-generated so every finding must be double-checked and thoroughly edited.

CONCLUSION

Concluding the article, we would like to emphasize, that integration of information and communication technology in teaching English as a foreign language is not yet common in schools and even language universities. The scarcity of equipment and poor technical education of the older generation poses a huge obstacle in using ICT more often during the lessons. Even more, teachers and students are sometimes reluctant to switch fully or at least partially to electronic devices and modern technologies in ESL teaching and learning. However, shortly, if not yet, gadgets will become a vital part of every human activity, especially, the process of receiving information, which is precisely a learning process, so being now at the very beginning of the era of informational technologies, is the moment of the greatest opportunities to master and implement them.

In my opinion, teachers are the first category of society to develop and track new technologies and have to implement them as much as possible. The obvious reason is that school boosts the outlook of a student, which strongly affects their future decisions and mindset, so the more progressive is teaching, the more effective it is.

REFERENCES

1. A. Aşık, T. Özkan,. Investigating Technology Integration into English Language Coursebooks: A Systematic Evaluation // Journal of Learning and Teaching in Digital Age– 2023 – p. 2

2. A. Murashova. Modern Pedagogical Technologies in ESL Teaching // Education Departament of Nizhny Novgorod - 2018

3. G. T. Makhkamova, J.J. Jalolov, Sh. S. Ashurov. English Language Teaching Methodology // The
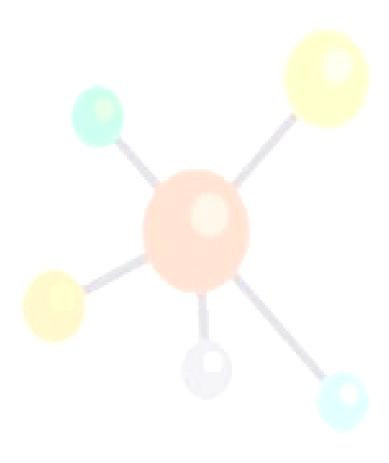
Ministry of Higher Education and Secondary Special Education of the Republic of Uzbekistan - 2015

4. S. Manzoor. Technology Integration in ESL Classroom: Advantages and Challenges // Dow Institute of Health Professionals Education Karachi, Pakistan – 2024 – N1