Use of Information Technology in Teaching English

Turaeva Guzal Xursanovna

Nekboeva Ra'no Zokirovna

Avlaeva Saida Bozorovna

Karshi State University, Uzbekistan.

---***--

ABSTRACT

This article discusses the role and importance of using technologies in teaching English. Information technologies are the result of knowledge explosion. These include hardware and software technologies and facilitate teaching learning process. Using Information Technologies learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources.

Key words: technology, innovation, productive, globalization process, affecting education, teaching methods, globalization process.

With the spread and development of English around the world, English is thought as a second language in a country like Uzbekistan. It enjoys a high prestige in the country. At present the role and status of English in Uzbekistan is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching .

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. "Technology lies at the heart of the globalization process; affecting education work and culture.

The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education" [Sharma:1999-93]. It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector. Since there are more and more English learners in Uzbekistan, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests, It has been tested effectively and is widely accepted for teaching English in modern world.

Technology has backed up in many different ways the teaching and learning of foreign languages. The technological and pedagogical advances that have been taking place in the Society of Information first, and the Society of Knowledge later, have reshaped in a progressive and constant way the current panorama in which research in English Language Teaching is

confined. Many authors have underlined important changes in the methodological approaches of teaching foreign languages in Europe during the last twenty years, basically due to the integration of HT into teaching and learning processes and as a consequence of the changes and advances in teaching and learning theories.

Technology is utilized for the uplifting of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to David Graddol "it is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre….." [David: 1999-2]

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

The 21 st century is the age of globalization and is important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol's study suggests that in the year 2000 there were about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand – inhand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many.

With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is

available in any given situation. Teachers can use Multimedia Technology to give more colorful, stimulating lectures (new Horizons).

There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines take over the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form.

The Internet. In the last few years the number of teachers using Computer-Assisted Language Learning (CALL) has increased markedly and numerous articles have been written about the role of technology in education in the 21st century. Although the potential of the Internet for educational use has not been fully explored yet and the average school still makes limited use of computers, it is obvious that we have entered a new information age in which the links between technology and TEFL have already been established. The development of the Internet brought about a revolution in the teachers' perspective, as the teaching tools offered through the net were gradually becoming more reliable. Nowadays, the Internet is gaining immense popularity in foreign language teaching and more and more educators and learners are embracing it.

The Internet has tremendous potential as a tool for teaching EFL. The network-based technology can contribute significantly to [Kirkpatrick:2002-269]:

- Experiential Learning. The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. Information is presented in a non-linear way and users develop more flexible thinking skills and choose what to explore.

- Motivation. Computers are most popular among students as they are often associated with fun and games. Student motivation is therefore increased, especially whenever a variety of activities are offered.

- **This in turn makes students feel more independent.**

- **Enhanced student achievement**. Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their attitude towards learning and by helping them build self-instruction strategies and promote their self-confidence.

- **Authentic materials for study**. All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.

- **Greater Interaction**. Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

- **Individualization.** Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without

preventing their peers from working at their own pace.

- **Independence from a single source of information.** Although students can still use their books, they are presented with opportunities to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.

- **Global Understanding**. A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel like citizens of a global classroom, practicing communication on a global level.

The Internet is one of the most powerful tools for teachers to help students collaborate, interact and participate actively in the learning process. However, the wealth of available resources may cause confusion among students and discourage them from participating, if they are not given the necessary guidelines. When students are faced with thousands of Internet sources they cannot effectively handle such large amounts of information. One of the most important tasks for teachers is to assist their students so that they can discover what they enjoy most according to their level of linguistic competence. Teachers are also responsible for the evaluation of all the web tools offered.

In an Internet-based lesson, rather than being a single omniscient source of knowledge himself, a teacher is a facilitator helping students build their own learning strategies. What learners acquire with the Internet is less under the control of the teacher. The teacher's role includes planning, analyzing, organizing, coordinating, and problem-solving in a student-centered environment [Guselnikova: 2000-73].

Information technologies are the result of knowledge explosion. These include hardware & software technologies and facilitate teaching learning process. Using Information Technologies learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources. They may learn collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learning communities. Information technologies facilitate teaching learning process in more productive fashion. Similarly, the role of teacher is also different in new settings than in the conventional system. Teacher facilitates and guides the learners in their study playing the role of a coach or mentor. Now teacher is not at the center of the instruction and sole source of information as in conventional classrooms. He/she decides contents/experiences and/or activities, locates the resources and guides learners how to have access and utilize the information for required outcomes. In nutshell, information technologies are restructuring teaching learning process to meet the International standards.

References:

1. David G.E. The future of English. –New Delhi: JankiPrakashan, 1999. – p.

2. Kirkpatrick A.G. Use of IT in classroom. – China: World Englishes, 2002. – p. 269–279.

3. Sharma R.K. Problems and Solutions of Teaching English. – New Delhi: JankiPrakashan, 1999. – p. 93.

4. Guselnikov N. V. How the school Internet class works. - Moscow: RAO, 2000. - p. 73.

5. Petrova L. P. The use of computers in foreign language lessons-the need for time. Moscow: IYaSh, 2005. - p. 143.

6. PodoprigorovaL.A. The use of the Internet in teaching foreign languages. Moscow: IYaSh, 2003. - p. 84.