

Integration of ICT with traditional methods in English Classes

Kambarova L.R.- Teacher

Email: Li26ka0695@gmail.com

Department Of Social–Humanitarian And Exact Sciences.
Tashkent State University Of Economics, Tashkent, Republic Of Uzbekistan

Abstract: The article is devoted to the study of the implementation of ICT into English teaching/learning process. The paper analyzes the need to introduce modern informative technologies into the traditional educational process and identifies the main positive opportunities for using innovative technologies in the education system.

Key words: innovative technologies, foreign language, conversational skills, method, approach

Since new teaching tools have been introduced, the conventional methods like chalk and talk were replaced by advancements in technological field and no longer in the preference of both teachers and learners. Nowadays, the use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the required results. The integration of modern technologies with traditional methods can help students to get into the subject with full involvement (Abdyhalykova A. , Abisheva K. 2008). Besides, a great number of existing programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills. Thus, it is obvious why the majority of developing countries tend to adopt modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media to educational establishments and optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning.

Some commonly used ICT tools associated with searching and managing knowledge include Communication and Collaboration Systems such as group E-mail, teleconference, video conference, chat, IMO, forum, Listserv, groupware calendar, log, shared information spaces workflow management system, group decision support system. Similarly, Documents management systems, Content management systems, internet, Search engine, computer and google manager (Abdyhalykova A. , Abisheva K. 2008). Similarly, the teacher can integrate mobile phone, email, social networking. sites, messenger, mobile apps, online dictionaries, radio, television, cable, tabs, CDs, DVDs and other highly accessible data based sub-systems in language teaching and learning (Pears, 2015).

Hopkins (2010,) has presented some forms of technology based learning strategies. Those strategies include Micro-learning, Personalized Learning ,Synchronous e-learning vs. asynchronous e-learning, Blended learning, Mobile learning, and Open and distance learning.

Technology enhanced learning has several advantages to the teachers' professional learning and the students' language learning process. Gide (2014) has made an outline of the benefits of technology enhanced learning including: creating no boundary and no restrictions in learning, providing more fun in learning, being cost effective, making learning ease by creating flexibility and the ability to remotely access classroom in the students' own time, keeping learners engaged and becoming a self-assessment tool.

Technology integrated learning requires certain strategies to make it effective in learners' learning and teachers' professional development. In this regard, White and Ray (2015) have presented following strategies:

- The teachers must have the knowledge of the subject.
- Similarly, they should appeal to all learning styles.
- In the same way, they should facilitate the content.
- They have to create platforms for learning.
- The course documents should be available to every student.
- They have to communicate clear goals.
- Teachers can establish social networking.
- They have to list the course pathways.
- They need to make effective usage of available resources.
- They should mention the clear expectations and establish a supportive community.

If the teachers follow the above strategies in their integrated ICT based instruction, of course, there will be positive outcomes in students learning. (Prasad P.2018)

The analysis of the effectiveness of IT in FLT

2.1 Innovative Technologies in the process of developing speaking skill

Technology helps and encourages the playfulness of learners and involves them in a different ways of learning. Technology gives learners a chance to engage independently, provide opportunities for self-paced interactions, privacy, and a safe environment where mistakes are corrected and exact feedback is given. Feedback helps the learners to exercise and focus on particular error which adds additional value by its ability. At present, there are number of qualitative feedback software's available on the web. On the other hand, links are provided for explanations, additional help, references, the value of technology is further augmented. The usage of Internet has brought tremendous change in the field of teaching and enhancing English learning. It is believed that people tend to forget everything within three days after they hear.

Modern technologies available in education today are:

- 1 Communication lab;
- 2 Video conferencing;
- 3 CALL (Computer Assisted Language Learning);
- 4 Speech recognition software;
- 5 Discussion Boards;
- 6 Blogging;
- 7 TELL (Technology Enhanced Language Learning);
- 8 Pod casting;
- 9 Quick Link Pen;
- 10 Quicktionary (B.Waheeda P.2016).

However, not all of these modern tools are aimed at developing particularly speaking skill. The use of some of them may contribute into forming and improving all language skills whereas another is barely concerned with speaking skills at all. That is why it is very important for ELT teachers to observe a teaching device which can be implemented into the teaching-learning process and enhance learners' fluency. Furthermore, the technological tools should be very useful and meaningful in terms practicing:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Bahadorfar M. & Omidvar R. 2014).

Last but not least, it should be taken into consideration by educators the rate of students and their abilities.

1.2. Innovative technologies as the effective method for developing school learners speaking skill in English classes.

Methods

The investigation was carried out with the aim to identify the role of innovative tools in the development of speaking skills of school learners during English lessons. Thus, **the quantitative and qualitative methods** were selected for conducting the current research. For measuring different variables, the quantitative study is the most optional method whereas qualitative research is primarily concerned with the describing the real situation. According to Eyisi D. (2016) qualitative data instruments such as observation, open-ended questions, interview (audio or video), and field notes allows to create wider understanding of behavior by collecting data from participants. [4]

Participants

Four English teachers conducting English classes in a state school and four classes were chosen for carrying out the research. The choice of school is random. Two classes were selected as the experimental groups; the rest two classes retained to have traditional lessons with low degree or total absence of technological aids during English lessons. The age and level of students are equal since it provides with the opportunity to identify the progress of the experiment at the end of the research.

Instruments

The collection and characteristics of data would be done on the bases of **qualitative and quantitative research methods**. The experimental research is chosen to check the progress between traditional and focus groups by monitoring occurring variables. Additionally, it allows determining to find out the most effective innovative technologies aimed at developing speaking skills among both teachers and learners of focus groups. At the end of experimental process all participants were issued by **questionnaire**. Besides, the attitude towards integration of modern technologies with traditional methods that teachers held were revealed by means of **Liker-type items**.

It comprised answers in the form as follows:

- **1**-strongly disagree,
- **2**- disagree,
- **3**- agree,
- **4**-strongly agree.

The questionnaire constituted the following categories:

1. Teaching tools foster development speaking ability of school learners
2. Teaching tools can be used in the work with small and big groups
3. Teaching tools are useful for developing target language comprehension and practicing it
4. Teaching tools can be used within one-school-lesson time limitation along with traditional methods
5. Teaching tools can be used as the additional teacher-assistance device

6. Teaching tools are appropriate for use of communicative language teaching strategies
7. Appropriateness for all-language level
8. Learners are more confident and motivated to speak English with the use of special teaching tools
9. Learners are more engaged into the lesson by the means of innovative technologies

As the tools of qualitative research open-ended questions, interview (audio or video), and field notes explored the advantages and drawbacks of particular technologies in the learning process, the attitudes of all participants towards the implementation technological devices, and its effectiveness in terms of enhancing and improving students' speaking skill.

Date Analysis

All gathered information were analyzed and generalized with the help of descriptive analysis method. The results were presented in the form of table. The narrative analysis method includes field notes to explore the difference between traditional and focus groups as well as to analyze influence of technical implementation on behaviour of all participants at English classes.

Results and Discussions

The results of the investigation presented the most useful and meaningful technical tools in a developmental process of school learners speaking skills. It also aimed to indicate the perception of teachers towards new technological advancements and the effectiveness on the ability to form and develop fluent English speech.

Table-1: Teachers' Perceptions towards Integrating Innovative Technologies in English Classes

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Neither agree nor disagree
Teaching tools foster development speaking ability of school learners	0	0	2	2	0
Teaching tools can be used in the work with small and big groups	0	1	3	0	0
Teaching tools are useful for developing target language comprehension and practicing it	0	1	2	1	0
Teaching tools can be used within one-school-lesson time limitation along with traditional methods	0	1	3	1	0
Teaching tools can be served as the additional teacher-assistance device	0	0	3	1	0
Teaching tools are appropriate for use of communicative language teaching strategies	0	0	2	2	0
Appropriateness for all-language level	1	1	2	0	0
Learners are more confident and motivated to speak English with the use of special teaching tools	0	1	1	1	0
Learners are more engaged into the lesson by the means of innovative technologies	0	1	2	1	0

As the result, the majority of responses on using new teaching devices in English classes were quite positive among teachers. The experiment showed that in most cases the teachers preferred to use it as the additional teaching aid in the process of establishment appropriate learning environment. Additionally, some of the tools are very were very useful in terms of utilizing teaching -speaking -skill process of school learners.

Conclusion

The conducted investigation revealed that Innovative technologies play one of the most important role into the process of forming and developing students' speaking skills. It increases their engagement into the foreign language lesson as well as develop their all language skills. Although, most of learners hold positive attitudes towards implementation of new technologies into the learning process, there are still some problems of using it into educational establishments. Thus, the problems concerning with the ability to get the access to the Internet remains the major problems in most of schools. At the same time, despite of the fact that a large number of students are very positive about using the innovative technologies into the classroom, some of them still feel lack of knowledge and confidence to use them on the every-day bases. Additionally, the research revealed the fact that a great number of teachers in local schools are reluctant to use modern teaching tools cause of lack of practice or total absence of it. That is why some learners are not able to advance in their school learning as the traditional methods of teaching decrease their interest in subject and lower their motivation. The ways for increasing number of ICT-confident users among school teachers should be considered and suggested by the government for further contribution into raising well-educated and motivated new generation.

Nevertheless, some new technologies have been successfully established in modern teaching environment. The results showed that learners boost their self-confidence as well as improved their own computer-based skills. The new technologies help to conduct not only traditional methods, but at the same time the brought changes into the understanding modern teaching -learning process. In provides with the opportunity to provide lessons in distance and still gather all participants of the learning process.

Based on data analyses, it is obvious that Innovative technologies are no longer should be out of consideration. It makes the process of acquiring new knowledge easier and more interesting at the same time. English classes are in a great demand of these technologies. Learners are very luckily to improve all language skill by immersing into real English-spoken atmosphere as well as to have a chance to practice the learned material. Technologies increases their comprehension of the language and make it possible to use English language out of school.

References:

1. Abdyhalykova A., Abisheva K. (2008). Innovative technologies in teaching English. The Eurasian National University. Republic of Kazakhstan.
2. Alqahtani M. (2019). The Use of Technology in English Language Teaching. King Khaled Military Academy, Civilian Studies, English Department, Riyadh, Saudi Arabia.
3. B.Waheeda P.(2016). Use of technology in improving speaking skills. Veda's journal of English language and Literature(JOELL).
4. Bahadorfar M. & Omidvar R. (2014). Technology in teaching speaking skill, Acme International Journal of Multidisciplinary Research Volume –II, University of Mysore, Mysore (India).
5. Bolinger, D.(1934).Spanish o the air in Wisconsin.
6. Brown, G. and G. Yule. (1983). Teaching the Spoken Language. Cambridge: Cambridge. University Press.
7. Cabarga, D. (1937).Teaching Spanish by radio.

-
8. Eyisi D. (2016). The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum, Journal of Education and Practice. Queen's University Belfast, UK.
 9. Gide, T. (2014). A study on the technology based forms of instruction at the university of Missouri. A doctoral dissertation, the Faculty of the Graduate School, University of Missouri-Columbia.
 10. Hopkins, J. (2010). University of Education, Center for Technology in Education
 11. Jacqui, M. (2015). 13 Reasons for Using Technology in the Classroom.
 12. Loranc-Paszylk B. (2015) Videoconferencing as a Tool for Developing Speaking Skills .University o Bielsko-Biala.
 13. Pears, D. (2015). Integrating technologies in ELT: A reflection over how teachers are doing. Information technologies and International Development.
 14. Prasad P.(2018) Integrating ICTs in English language teaching: Teachers' perception, strategies and challenges. Nelta ELT Forum.
 15. Rai, A. (2014) Role of Communication Skills Laboratory in Empowering the Communicative Competence in Engineering Students. Technocrats Institute of Technology Bhopal.India.