



The significance of online technologies in teaching English communication

Pakirdinova Sharofat Abdumutaljonovna

FSU teacher

email: sharofatpakirdinova@gmail.com

Bozorboyeva Xusnidaxon Bahromjon qizi

FSU student

email: bozorboyevaxusnidaxon@gmail.com

Abstract: This work presents contemporary ways of teaching knowledge with the help of online technologies, benefits and some disadvantages of using them and impact of online technology on students' academic performance.

Key words: interaction, approach, effective method, engagement, performance, educational institutions.

Introduction

Technology has proven to be incredibly effective in a variety of fields, helping teachers' accomplish specific objectives, particularly in education and for students studying literature and foreign languages. These days, we see and enjoy the significance of technology at every turn in our lives. A reliable internet connection and web-based technologies open up a number of new methods for educational technology development.



Because of globalization, English is the only language that has drawn a large number of speakers from all over the world. The use of technology in educational institutions has allowed students to learn more quickly and easily than in the past. It is obvious that knowing English is now required¹. Using technology in the classroom, English language learners can be inspired and supported in their endeavors. In addition to traditional methods, technology offers various educational opportunities. Teachers can obtain a variety of resources and materials for their classes with the aid of technology. When describing the rise in technological engagement, Cutter correctly points out that students are more motivated to work on computers and other contemporary devices than they are when using textbooks². Murray recommends using modern technologies to give students a context for their individuality and independence, creative language use, and inspiration to forge new paths for collaboration and interaction with both teachers and students³.

Methodology

The data for this study were collected from different groups. As the topic of my research paper is mainly related to the importance of technology in teaching English communication, I found it appropriate to survey the English language teachers. Overall, we had sixteen respondents who were involved into finding the answer to the problems underlying in questions. All the participants of these surveys were non-native English speakers. The teachers involved into survey where I had internship Rishtan School 34. The

¹ Earle R. S.. The integration of instructional technology into public education: Promises and challenges. ET Magazine, 2002; 42: 05-13.

² Cutter, M. (2015). Using technology with English language learners in the classroom. Education Masters. Paper 313. https://fisherpub.sjfc.edu/education_ETD_masters/313/

³ Murray, D. (2005). Technology for second language literacy. In McGroarty, M. (ed.). Annual Review of Applied Linguistics: A Survey of Applied Linguistics. Cambridge University Press, pp. 188-201.



average English teaching experience they had was about 10-12 years. They taught students whose age ranged from 7 to 16.

As the purpose of my research work is to investigate role of technologies and appropriate methods are more convenient to use by teachers in the classroom and work out useful methods for teaching English at Uzbek schools. I have conducted the experimental design, which is realized through the instruments of observation, questionnaire and interview.

1. Observation

My research designed to identify the importance of teaching methods and clarify the types of methods commonly used by English teachers today. I made a plan to enter the classes and observe the lessons where I had practiced. Lesson observations were conducted with teachers of sixth, seventh, and eighth grade students. My research participants were the teachers of 5 classes: 6, 7, 8, 9, 10. The objective of attending the classes was to determine which methods are more effective in achieving the lesson's goal, along with develop useful and appropriate methods to use with students of various ages and learning styles. The lessons were conducted by Nodira Mirzajonova and Mahmudjonova Dilnozaxon.

2. Questionnaire

This research chose a questionnaire as it offers a reliable and quick method for gathering information from multiple respondents in an efficient and timely manner. Sixteen English teachers were tasked with completing the questionnaire. A questionnaire, a research instrument comprising a series of questions or prompts, was used to gather information from respondents. Here are questionnaires:

1. How do online technologies influence English language teaching methodologies?
2. What challenges have you encountered when using technology in the classroom, either as an educator or a learner?



3. Do you believe that online technologies have changed the way English language is taught? (Yes/No)
4. Do you believe that traditional teaching methods are still effective in the digital age of English language instruction? (Yes/No)
5. Do you regularly use multimedia presentations or digital learning materials in your English language lessons? (Yes/No)

The teachers were tasked with completing a questionnaire, where they had to indicate their responses by marking either "yes" or "no," or by circling their choices for a total of 10 statements. These statements covered various aspects such as changes in teaching methodology due to technology and opinions on the importance of technological advances for teaching English as a second language, and suggested treatments for related issues.

3. Interview

The interviewees agreed that it would be nice to use them but also thought that they could cope without them in their communication in English, which was rarely experienced. For these reasons, they might have had a different attitude to this item. Again, there were no changes made in the item since the participants' views regarding use of technology:

1. Can you share your thoughts on how online technologies have impacted the methodologies used in teaching English language?
2. Could you provide examples of successful instances where technology has been utilized to enhance classroom instruction in English language teaching?
3. From your experience, what are the main challenges associated with integrating technology into English language lessons, both for educators and learners?

The primary aim of interviewing is to grasp the significance of respondents' statements. Typically, open-ended questions are utilized to encourage unbiased responses,



allowing participants flexibility in their answers. Conversely, closed-ended questions may limit responses to predefined options. For instance, an open-ended question might inquire about balancing athletics and schoolwork, while a closed-ended question may simply ask whether the participant exercises, with responses restricted to yes or no.

While questionnaires offer benefits such as cost-effectiveness, speed, and ease of analysis, they can also present more challenges than advantages. One significant drawback is the uncertainty surrounding whether respondents fully understand the questions being asked, which is unlike interviews where clarification can be sought immediately. To address this issue, I chose to conduct interviews with the English teachers of the 7th, 8th, and 9th grade classes, total of 16 teachers, to elucidate my research expectations.

Results

Observation

The method I find useful to get exact and accurate answer in order to get comprehensive outcome is observation. So I decided to observe some qualified teachers lessons. Observation is the most common and the simplest method of data collection and it is very easily followed and accepted. The first lesson conducted with 6th grade pupils by Mahmudova Dilnozaxon . Teacher entered the classroom and greeted with pupils, then asked how their mood was. Next she asked pupils what the homework was. After pupils answered, the teacher began to check the attendance. She simply ignored the pupils who did not do the homework, even did not asked the reason, but put bad mark to emaktab platform . The new theme was “International food”. The teacher switched television and showed several pictures related to upcoming theme that they had to guess what the topic is about. In that lesson teaching was based on teacher-centered. As we know, Behar-Horenstein and many other studies distinguish between:



teacher-centered student-centered lessons⁴.

Intended skill was writing. Thus teacher gave general information about writing letters and narratives, then show a You Tube video on the given topic. It continued about 8 minutes, it instructed them with fluent data. Having finished watching, worksheets were given to write a story about their favorite festival and food. 30 percentages of pupils did not submit their works, however, there were no any punishment for them. At the end of the lesson the homework was given.

The second observation was held in 7th grade. Teacher was Mirzajonova Nodira. The theme was “Historical places”. Teacher came to the classroom and put her stuff on the table and greeted with pupils. Then turn on the projector and connected it with her laptop. While he was connecting, she had a technical difficulty. However one techie pupil helped her and put the You Tube on the theme of historical paces around the world. The teacher was strict so when she came to the class all pupils were quiet. They followed the teacher with no exception. As in the first lesson observation, I came 5 minutes earlier when I was sitting at the back of the class, pupils were busy with copying the homework from active pupils. The new theme was explained and the activities given in the book were done. The pupils who were active during the lesson evaluated while others took warning from teacher.

Questionnaire

My first research methodology was questionnaire on 4th, 6th, 7th, 8th, 9th grade classes’ teachers, comprising 18 respondents in total. The aim was to identify the importance of technology in teaching foreign languages.

Although teachers who prefer traditional way of teaching registered almost the same answer with the opponents of the idea, at 50% , the large majority of the instructors (70%)

⁴Behar-Hornstein, Linda S, Gail S.Mitchell, NettaNotzer, Randy Penfield, Ilana Eli.Teaching style beliefs among U.S and Israel Faculty, Journal of Dental Education-2006-P 124



considered that use of technology is important for ideal results in teaching. However, nearly half of the respondents have difficulties in terms of using digital presentation or other tasks.

At the secondary school teachers, they face some problems while integrating technology into English language teaching faces several challenges. Weak internet connection, accounting for 35% of the obstacles, poses a significant obstacle, disrupting online lessons, limiting access to digital resources, and hindering teacher-student communication. Additionally, the lack of personal devices among students, comprising 25% of the challenges, such as laptops or tablets, further complicates technology-based learning, widening the gap in educational access.

Interview

After taking results from questionnaire and observation I also interviewed the English teachers according to these interview questions:

Interview questions

This interview is aimed at finding out teachers' choice of methods in order to teach English to children, and to identify methods that are overlooked. The information provided will be of great value and help to my research.

- 1) What is the best teaching method? And what is your reason?
- 2) Can you share your thoughts on how online technologies have impacted the methodologies used in teaching English language?
- 3) Could you provide examples of successful instances where technology has been utilized to enhance classroom instruction in English language teaching?
- 4) From your experience, what are the main challenges associated with integrating technology into English language lessons, both for educators and learners?



Nodira Mirzajonova: I teach 1, 2, 9, 11 classes. For elementary school students TPR is one of the best method to use. Because they prefer to do some physical activities while learning. But for high school students communicative method can be appropriate. They like to share ideas with each other and interact. In my opinion, technology has the huge influence on teaching English. It ease the way of teaching and using methods. There are a lot of digital games that can be used in class and they can easily attract students. From my experience, when I introduce pronunciation of letters for elementary school students, I use videos that was adapted for children as they like more colorful things.

Dilnozaxon Mahmudova: I do not go for one exact method, but I try to apply different methods and techniques which can suit my lesson, topics and students' levels. As my students are mostly younger, I use communicative methods. Well, modern technology eased teaching process, making it comfortable and colorful. With the help of technological advancements, courses become more interactive. Online platforms such as Kahoot or Bamboozle help spend classroom time more wisely and interesting. There are other platforms such as crossword maker and so on which help teachers create different quizzes. As there are not sufficient facilities to use technology, lacking TVs, speakers and computers, projectors, I always have to bring mine, however showing video is still a problem.

Ozodaxon Usmonova: Online technologies have great impact on teaching English. They help learners understand and analyze the theme. They can make lessons more interesting and interactive. For example, some kind of online games, like Kahoot, can help check how students understand the lesson, by the help of it teacher can analyze where there is the gap. Some technological problems, like lack of electricity and internet problems, happen sometimes and it creates tough time for both my students and me, because it can take some time to handle and I feel pressured.



The study sets out to investigate the importance of technology related materials or methods in the classroom and find out new methods and strategies in order to gain great achievements. This chapter discusses the findings of the research and relates them to the expectations of the study and theory and literature reviewed on investigating the methodology and identifying some challenges while connecting devices in the classroom. Something that is very important to learning in general is helping students develop better meta-cognition. That is their awareness of their own levels of understanding how to use technology or related resources on the subject. However, there is some problems in terms of internet barrier in some cases.”

These findings of the research assist teachers to work effectively with technology and make the lessons interesting and guide pupils how to be active and fluent due to learning through computational resources.

Conclusion

In recent years, language learning has undergone significant changes. Many things, such as technological, cultural, social, and economic advances, have changed the role of the modern English teacher. The way students learn today is different from the past, and teachers must upgrade their knowledge to teach in innovative ways. Digital literacy is an important skill in the evolving digital age, and teachers must understand their students’ digital development.

As a conclusion technology serves as a facilitator for teaching and teaching English and gives the teachers the opportunity to have a better teaching. In this study the main findings collected from the data analysis show the real impact of technology on teaching English to elementary school students. The main reason of this research is to discover the effect of technology on teaching English to elementary school students.



References:

1. Earle R. S. The integration of instructional technology into public education: Promises and challenges. ET Magazine, 2002; 42: 05-13.
2. Cutter, M. (2015). Using technology with English language learners in the classroom. Education Masters. Paper 313. https://fisherpub.sjfc.edu/education_ETD_masters/313/
3. Murray, D. (2005). Technology for second language literacy. In McGroarty, M. (ed.). Annual Review of Applied Linguistics: A Survey of Applied Linguistics. Cambridge University Press, pp. 188-201.
4. Nomass, B. (2013). The impact of using technology in teaching English as a second language. English Language and Literature Studies, 3(1), 111-116.
5. Chhabra, S. (2012). ICTs for advancing rural communities and human development. Information Science Reference, Hershey, PA.
6. Motteram, G. (2013). Innovations in Learning Technologies for English Language Teaching. British Council