European Journal of Innovation in Nonformal Education (EJINE)
Volume 4 | Issue 10 | Oct - 2024 ISSN: 2795-8612

Overall Implications of Including Modern and Advanced Technologies in the Teaching of English as a Foreign Language

M. K. Juraeva
The head of International relationship department of BINRM

A B S T R A C T
The purpose of this paper is to emphasise how important it is to teach English as a second language utilising contemporary technologies. It covers many methods and strategies that might help English language learners become more proficient users of technology in their study. Online English language learning resources, computer-assisted language learning applications, presentation software, electronic dictionaries, email and chat applications, listening CD players, and instructional videos are a few of these methods. Additionally, it offers and contrasts a few of the cutting-edge and original strategies that are being investigated and used to enhance English language learning techniques and meet the demands of the younger generation in a cutthroat society.

A R T I C L E I N F O
Article history:
Received 10 Sep 2024
Received in revised form
09 Sep 2024
Accepted 08 Oct 2024

Keywords: English Language Learning (ELL), educational technology, computer aided education, modern language teaching tools, social robots.

Hosting by Innovatus Publishing Co. All rights reserved. © 2024

INTRODUCTION AND HISTORICAL BACKGROUND

The employment of current technology in various forms for basic English language teaching and learning has increasingly become a standard practice worldwide as a result of the younger generation of students growing up in a modern and digital era. Moreover, it is abundantly evident that technology remains a vital component in the advancement and enhancement of our communities. As a result, it also appears necessary and anticipated to use cutting-edge technologies to make teaching English easier.

Every technological instrument and gadget has a unique use case that aligns with one of the four language abilities (writing, speaking, listening, and reading). However, in order to effectively apply these strategies, teachers and ESL/EFL students must be conversant with computers, the internet, and intelligent social and cognitive robots and gadgets, as well as be able to engage with them.

Apart from the function of the teacher, technology has become a major factor in English language teaching and learning. In fact, it's possible to argue that advanced learning methods for teaching and learning second languages have been made possible by the combined roles of technology and instructors. It has frequently been observed that very young students were exposed to a range of technology at home from a young age. Because of this, many of them have acquired at least some of the digital skills necessary to participate in technology-driven activities as soon as they start school by the time they are kindergarten age.

THE ART OF USING TECHNOLOGY TO LEARN LANGUAGES

The variety of contemporary and new technologies that are routinely employed in schools throughout the globe varies depending on the kind of language skills that an individual wants to enhance. But as an experienced English language teacher, I can attest that the variety and breadth of technologies often employed with adult learners are different from those utilised with younger students and children. After years of teaching English, I have discovered that new technologies don't necessarily take the place of older ones. The objectives for the class and the perceived needs of the students might sometimes drive

teachers' choices when a fresh technology is not always available.

Effective teaching strategies often use repetitive language patterns with songs, poetry, and classic stories for younger English language learners. Therefore, recorded songs, spoken electronic books with native English speakers, music, and video clips that aid language learners in pronunciation as well as the acquisition and retention of new words can all be found on the internet and the worldwide web as entertaining and excellent sources of true verbal models. These resources can also help educators who are less confident in their language abilities.

In the following sections, it will be focused on the effect of using technology with each of the English language skills.

Listening

Use of Computers. When computers are used to solve listening difficulties, students can improve their knowledge and comprehension as well as their listening abilities by using voice and visual inputs (Hoven, 1999). Computer-based listening assessments are crucial for improving the listener's comprehension abilities.

Broadcasting. An additional method for enhancing comprehension skills using technology is to listen to songs, TV and radio shows, news on satellite TV channels, and English language study programmes. Nonetheless, it is advisable to look for and choose appropriate, specialised programmes that meet the demands of the learners.

Reading

Practice Reading with Computers and Multimedia Apps: In recent years, computer-based reading software and apps have been created to improve learners' vocabulary and comprehension abilities through simple, comprehensible texts. Thus, in order to better meet their unique requirements, English language learners can engage with texts more and eventually advance in their reading comprehension.

Reading Newspapers Using CD-ROM: Digital data may be stored in enormous quantities on compact discs (CDs). For instance, a single CD may have every story that appeared in a newspaper for an entire year. Furthermore, any topic or item on the CD may be found in a matter of seconds using a searching computer programme (Seedhouse, 1994). Newspapers saved on CD-ROMs can offer a quick and efficient means of obtaining and reading material to improve a learner's background knowledge and word vocabulary.

Writing

Use of computers: English language learners can improve their writing abilities by using computers. For pupils, writing paragraphs and sentences in a foreign language may be quite difficult. On the other hand, the use of computers and graphics-based software may greatly simplify and enjoy the writing process as well as improve the clarity of their thoughts. Word processing software can also help with improving grammar. With the use of these programmes, which may automatically verify the spelling and grammar, the student can emphasise a specific section of the written text by highlighting, bolding, italicising, or altering the font size and colour.

Internet Text-chatting: Texting is a vital technical technique for enhancing writing abilities. It provides a quick online platform for writing and idea expression, viewpoint exchange, and prompt response to other writers.

Speaking

Use of Internet Voice Chatting. Chatting is the process of voice communication between the speaker and the listener through the internet. This process may be very beneficial to the learner if the other side speaker is a native language talker.

*Use of Speech Synthesis Programs.*Modern computer programs can generate voice signals and decode human sound. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well.

CONCLUSION AND RECOMMENDATIONS

These days, using technology to learn a second language is practically required. This essay has provided a quick overview of the ways in which technology might help learners improve their language proficiency. We had a comprehensive discussion of the many approaches to utilise technology to improve the four language abilities.

Consequently, it is possible to record the following final observations and suggestions:

1. With the advancement of technology, it is now essential to include this medium in the teaching process.
2. More people now see computers as a crucial component of educational activities and as a way to help students transfer their abilities.
3. The application of contemporary technology to second language learning can harmonise theory and practice.
4. For the second language to be taught and learned effectively, modern technological methods should be used.
5. Teachers of English should encourage their pupils to use technology to improve their language abilities.

References

1. AlKahtani, S. (1999). Teaching ESL reading using computers. The Internet TESL Journal, 5(11). Retrieved from http://iteslj.org/Techniques/AlKahtani-ComputerReading/
2. Constantinescu, A. I. (2007). Using technology to assist in vocabulary acquisition and reading comprehension. The Internet TESL Journal, 13(2).
   Retrieved from http://iteslj.org/Articles/Constantinescu-Vocabulary.html
3. Davies, G., & Hewer, S. (2012). Introduction to new technologies and how they can contribute to language learning and teaching. Module 1.1 in Davies G. (ed.), Information and Communications Technology for Language Teachers (ICT4LT), Slough, Thames Valley University [Online]. Retrieved from http://www.ict4lt.org/en/en_mod1-1.htm
4. Hoven, D. (1999). A model for listening and viewing comprehension in multimedia environments. Language Learning & Technology, 3(1), 88-103.
   Retrieved from http://llt.msu.edu/vol3num1/hoven/index.html
5. Kenworthy, R. C. (2004). Developing writing skills in a foreign language via the internet. The Internet TESL Journal, 10(10). Retrieved from http://iteslj.org/Techniques/Kenworth-WritingSkills.html
6. Saricoban, A. (1999). The teaching of listening. The Internet TESL Journal, 5(12). Retrieved from http://iteslj.org/Articles/Saricoban-Listening.html
7. Seedhouse, P. (1994). Using newspapers on CD-ROM as a resource. TESL-EJ, 1(2). Retrieved from http://www.tesl-ej.org/wordpress/issues/volume1/ej02/ej02a3/
8. Sharma, P. (2009, April 8). Controversies in using technology in language teaching. Retrieved from http://www.teachingenglish.org.uk/articles/controversies-using-technology-language-teaching