



Technology Assisted Lessons in Different Spheres of Teaching

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Abstract: It is stated that one of the most important things in organizing English lessons can be considered technology assisted lessons in teaching process. Most learners want to have technology-assisted classes because their interest in technology, that's why this paper compares three different ways that teachers have to imitate organize lessons in terms of usage of technology during the lesson. It can be stated that these comparisons can be useful for teacher who are putting their first step in terms of developing their personal experience.

Keywords: Communicative Language Teaching (CLT), English for Specific Purposes (ESP).

Introduction.

The core goal of the study was to compare effectiveness of the technology, which is utilized in the teaching process. Currently, there are lot of technologies that can be useful in organizing lessons (ITU, 2015). Computers, mobile phones and others can be integrated into education as a tool to facilitate language learning. Technology is used in language learning in many ways. Preparing English language teaching lessons with the help of the technology-assisted tools makes it interesting. However, we found that organizing a lesson teaching English language in traditional way brings some difficulties to learner of ESP classes. Technology that enhancing classroom activities, motivate learners, and engage them in classroom activities. For that reason, this study investigates effectiveness of technologies in organizing lessons in three different spheres.

Steps of researching

1. High technology- assisted lesson

The high technology assisted lesson focus on developer learner's speaking skills through implementing Communicative Language Teaching (CLT) and Task-based learning methods. As this lesson is designed to ESP learners, it can be clear that there is a great opportunity for ESP learners to improve their digital skills as well. Regarding the sequence of the lesson, it begins a discussion correlated to video material, which focus on listening, and speaking, then the second activity require learners to be more creativity focusing on both language and digital skills. While designing mini lessons, I tried to follow the principles of Hall (1995) including need to communicate, need for student-centeredness and the principles which suggested by Jolly and Bolitho (2011) including production of material, student use of materials, evaluation.

According to Woottipong (2014), the utilization of video materials can help learners to discover and identify topic clearly and concentrate on their ideas on topic. This means that through implementing video materials, instructors can activate learners' background knowledge. When it comes to while-stage of lesson, a video presentation is utilized in order to improve learners' speaking and digital skills through making them to prepare presentation by iSpring Suite 9 software. As Ferdian (2019) stated video projects can be considered as one of the useful materials for ESP learners to practice their speaking, writing, and digital skills at the same time. Regarding post stage of activity, I tried to

utilize communicative activity in which students do video and audio form of the discussion. Because this kind of technology implemented activities can be effective, engage, and motivate learners in learning process. The evaluation of the activity is “judging the effectiveness and how it fits in particular purpose” (Tomlinson, 2003). However, in order to check how this activity can work with target learners can be analyzed during the process considering time, engagement or involvement of this activity.

2. Low technology- assisted lesson

In the second lesson that is designed by utilizing both technology and paper based tasks where students can improve their speaking skills. As ESP learners usually face difficulties regarding speaking that's why I tried to implement several activities that focus on developing speaking skills. While organizing this mini lesson, I tried to implement several frameworks in order to provide and show the effectiveness of activities. Regarding selection of the materials, Tomlinson (2003) suggested a framework considering learners' needs, goals and pedagogical requirements for evaluating effectiveness of activity. That's why I tried to concern about ESP learners' needs and their purpose of learning. Therefore, Bailey and Nunan (2005) suggested several principles for teaching speaking and I tried to follow these principles by implement student centered activities such as discussion and role-play. According to the principles which are suggested by Anuradha (2014), role-plays, pair work, group-work can be crucial in terms of supervise active students and activate passive ones too. Firstly, I utilized a video material in order to help learners to discover the topic by following discussion questions. Secondly, I implemented “Who am I?” activity in order to give learners an opportunity to practice their speaking through making whole group to work simultaneously. As it can stated that this ideas is correlated to the principles that suggested by Hall (1995) including needs for communication, authenticity, and focus on student –centeredness. As a post stage, I implemented role-play in terms of developing speaking skills as ESP face problems while communicating with clients in various situations. As this task can provide them to improve communication skills with people regarding help people to solve problems. When it comes to effectiveness of activities, concerning all above it can work effectively with target ESP learners.

3. No technology lesson

In the third lesson which is designed with no use of technology in materials development process. As all activities are paper-based activities including reading passage, matching activity, and providing description. Regarding principles of material development, I implement the element of several principles by various scholars. For example, regarding pre-stage of activity I can say that reading passage and content discussion follow the principles of Bell and Gower (2011) including engaging content, text to language and natural language. Match activity is designed in order to improve learners' vocabulary building on the topic. Moreover, I tried to focus on speaking in the last stage of activity based on principle of Hall (1995) which focuses on supporting need to communicate. Concerning the selection of activity, learners' needs and goals are taken into consideration. Regarding the effectiveness of the activity, it need to be evaluated before classroom practice (Tomlinson, 2003).

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