

## THE CLASSROOM TECHNOLOGY AS INNOVATIVE TEACHING METHODS IN FOREIGN LANGUAGE ACQUISITION



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### Abstract

This article shows the evolution of classroom technology and its enormous outcomes in learning and teaching, for the most part in teaching foreign language as an innovative method. It also describes new principles of using technologies in the classroom and advantages of mobile phones dividing them into various groups, according to their effect in the improvement of receptive and productive skills. Besides, the article concludes examples of some games and activates that are established with help of mobile technologies and tips how to utilize them in the classroom.

### Key words:

Classroom technology, innovative, teaching foreign language, mobile phone, interactive, games

### Introduction

The classroom technology is the piece of device, which could be hardware or software and help the instructor with conveying the lesson. Educators and students have always been encouraged and kept on advancing by antic technologies such as abacus, calculators and modern ones as projectors of slide, mobile phones, laptop, cloud computing, 3D Printing and etcetera. For instance, with the help of innovations mentors received and are receiving new additional opportunities for enhancing pupils' education, motivate them to participate assiduously and build convivial environment in the classroom. Moreover, the effectiveness of teaching by technologies comprehends storing the discovered knowledge in remembrance much longer and acquiring material with higher rates.

Technology gives big and adjust opportunities for every single learner, in addition to English learning students (ELS). What's more, title III funds, which is considered to be accessory plan for ELS, is able to utilize a segment of the cash to buy digital devices a software by the ESSA (under Every Student Succeeds Act) that improve second-language initiative [1,2-3]

Counting blackboard in the role of device we could say the technology for acquiring languages began to be used hundreds years before. Nonetheless, several researchers come to decision that working with innovations for EFL (English as a Foreign Language) happened during the 1950s. Recording devices and recordings had been used since the 1960s and 1970s, which are still utilized in classrooms around the world. Several instruments, including photos, radio cassettes TVs were being utilized to view language content. Later in 1950, the extension of language labs to the audio-lingual system took response in the field of education. [3,1-9]

Coming to XXI century the communicative language teaching owned more attention in an informative and authentic acquisition of language due to improvement of technology.

## Mobile technology for teaching foreign languages

The key features of mobile learning (m-learning) are known as the ability to be guided, interactive, casual and pervasive in the language learning. Although it can take more time than laptops to study with cell phones, the main point is that learners experience a strong sense of independence in order to receive advantage of free time to learn second language.

In virtue of mobile technologies such as smartphones, audio players, laptops and so forth, an extensive amount of implementation is capable for users concerning English language learning. For example, in many developed and developing countries the use of mobile approaches like radio and You Tube program, PDF books, spell checkers, reports, research articles, advanced grammar structure tools, and proofreading are enhanced greatly.

In order to represent the positive effects of mobile innovation in the language acquisition process are divided them into two varieties:

1. receptive skills applications
2. productive skills applications

Working with different radio programs to get live streams, songs in English in the same time in other various language aiming to listen, downloading electronic EPUB, PDF books written in English language, articles, summaries of English Literature works to read have been a huge opportunity to build up listening and reading comprehension, which are receptive skills application. In fact, these tools provide learners with both superior comprehension and blossoming communication. [2, 136]

Coming to productive skills application, it is absolutely important to claim about spell checker and proofreading tools since they are the most popular and beneficial employment comparing to others. Language learners in and out of classroom have been using them to develop their writing skills and make better writing production by correcting spelling of their essays, letters with different functions.

With the use of smartphones in a learning process, there are many indicators that may have the main influence. Many of the aspects to be evaluated in this regard are physical features of a smartphone such as its height and shape, as well as digital and analog capabilities such as keyboard versus fingerprint sensor or even care continuum and voice capabilities. The strengths of the learner and his/her prior experience plays a decisive role as the choice of mobile devices for these tasks.

The activity focused on vocabulary of cell phone learning varies from one another according to the language level of pupils. A simple method to discover different vocabulary depending on lesson topic defined in class is to write an email or SMS to classmates.

For better comprehension of new words, vocabulary learning may also be accompanied by photographic explanations projected upon on mobile devices of learners. Students should be provided with textual as well as visual annotations to learn vocabulary words in such a sample by Chen Et Al. The outcomes of the post-test showed that graphic notes assist children with smaller wordiness and good picture able to sustain vocabulary.

Similar to reading, writing, listening and speaking comprehend grammar and its structure also could be taught using constructed apps focused on numerous purpose and installed on mobile devices. Actually, these very interactive initiative may have multiple-choice exercise game, cloze checks, true or false and fill in the sentence activities, quizzes and, which are structured to provide instant input or feedback that leaners of fact seem to appreciate.

On the table below Gloria Luque-Agulló and Natividad Martos-Vallejothe's abridged summary of lesson plan (session 1) is illustrated. [4,88]

| Sections   | Process  |
|------------|--|
| Warm Up    | Students will be given a piece of paper with different abbreviations and net acronyms. Students will have to guess what these letters stand for.<br>Their contributions will be written on the blackboard and they will be asked certain questions |
| Reading    | Students read the text answer comprehension questions  |
| Vocabulary | Students have to match net acronyms with their translation in real English   |
| Vocabulary | Students have to give a meaning to several smileys   |
| Writing    | Students have to write a SMS, WhatsApp or e-mail using the conventions they have just learnt. Previously, the teacher might have already created a group of the class in the WhatsApp application so that everybody can send their texts.          |

Excluding the final one, each session of this very lesson plan starts with a warm-up task focused towards encouraging pupils, demonstrating their basic information and evaluating how very much they understand about the themes discussed. All the sessions handle the matter of mobile devices. Session one examines the net, abbreviations, acronyms and smiley. It presents a reading mostly with subsequent activities of awareness, subsequently vocabulary activities relevant to the topic of reading are done and finally a brief writing is accomplished to use the acquired conferences.

## Conclusion

Classroom technologies has had huge contribution in the area of education and learning since it was first discovered. It made very massive opportunities for both teachers and pupils or learner in different spheres, subjects. Especially, teaching foreign language acquisition become straightforward, effective and enjoyable. The devices such as mobile phone, laptop, camera, interactive dictionaries or tools like websites, where learners could found variety of information, games, test, or social media, where they can find native friends from different countries and have limitless conversation, own a great role in learning process. In the article I focused on advantages, conveniences of mobile technologies and their impact on developing productive and receptive skills, and showed some background reviews of researches. Undoubtedly, these innovations will always lead to bring learners' interest, and improve their self-esteem, independency and confidence.

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