TEACHING AND LEARNING ENGLISH THROUGH TECHNOLOGY

Jayrona Numonova G'olibjon qizi

2 nd year student of Faculty of Foreign Languages Fergana State University
jayronanumonova@gmail.com

Abstract: *The use of technology in education has significantly transformed the teaching landscape, providing more educational opportunities for both teachers and students. This paper specifically addresses the challenges faced by teachers when teaching English using traditional methods and proposes five new language games that incorporate technology to teach syntax structures to learners. By leveraging technology, these games aim to enhance the teaching and learning experience in the English language classroom. Drawing from empirical evidence, students who engage in language games as a means of learning a foreign language demonstrate a higher level of language acquisition and proficiency when compared to students who undergo instruction using traditional and conventional methods.*

Keyword: *impediment, integrate, syntax structures, technology in education, computer in teaching, use of technology, integration technology, basic schools.*

INTRODUCTION

Due to the widespread use of English globally, it is adopted as a second language in countries like India, where, for some individuals, it even serves as their first language. It holds significant importance within the country. As the number of English learners continues to rise, various instructional approaches have been implemented to evaluate the effectiveness of the teaching methods. The utilization of authentic materials, such as films, radio, and television, has been prevalent for a considerable period. Undoubtedly, these technologies have successfully replaced traditional teaching practices. The modern era poses new challenges and responsibilities for educators. The field of English teaching has undergone a dramatic transformation with the remarkable integration of technology. Technology offers numerous possibilities, rendering the teaching process engaging and fruitful.

George Kouros once said, "Technology will not replace great teachers, but technology in the hands of great teachers can be transformational (Kouros , 2015) ." Technology is one of the most significant factors in both social and linguistic change. Graddol (1997, p.17) argues that «technology underlies the process of globalization and influences education and culture».

We currently find ourselves in an era filled with unparalleled opportunities for meaningful and culturally relevant communication with others. Technology has always been an inseparable part of our lives and its relationship with education is reciprocal. The emergence of new technologies aids learners in comprehending course content and achieving favorable outcomes in the classroom. Presently, technology envelops humanity, with the younger generation growing up alongside it. Computer technologies have revolutionized the acquisition of information and global communication. Consequently, schools and educational institutions must recognize the significance of integrating technological tools. Educators within these institutions should enhance their technological skills to captivate students' attention and interests (Akyol, 2010). Nowadays, teachers are utilizing technology to enhance the understanding of course materials (Hicks, Reid, & George, 2001). The use of various technological tools provides ESL learners with a sense of freedom, motivation, and encouragement necessary for their learning journey (Genc-Ilter, 2009). Additionally, it enhances the efficiency of lessons (Akyol, 2010). As stated by Lee Wang, the incorporation of technology in ESL classrooms brings several benefits, including the improvement of language skills such as listening, speaking, reading, and writing. English language learners utilize computers and software programs to enhance fluency and elevate language abilities. The Internet serves as a platform for information retrieval and exploring technology-related texts (Wang, 2005).

Literature Review:

1.Factors Contributing to the Level of Acceptance of Technology in Affluent Private Schools

The research paper, «Determining Factors Influencing Technology Acceptance in Well-Resourced Private Schools» authored by Margaretha Gertruida Johanna Maré and Maryke Anneke Mihai, aims to investigate the factors that influence teachers' acceptance of technology in a school environment where various types of technology are readily accessible (Maré & Mihai, 2018;Roblin et al., 2018). The researchers sought to identify specific barriers that hinder the utilization of available technology, while also uncovering the motivating factors within the targeted school. Semi-structured interviews were conducted with five volunteers who varied in their perspectives. The interviews were transcribed and subjected to qualitative analysis using Atlas software to identify emerging patterns. The analysis revealed that although teachers are provided with technology and acknowledge its usefulness, deficiencies in support

from the institution increasingly discourage even those who are highly receptive to technology from using it. The researchers recommended that school management establish clear implementation goals for staff members and prioritize issues such as infrastructure, hardware maintenance, and effective training opportunities.

2. An Exploratory Study of Minority Students' Technology Usage and Perceptions of Technology: Non-traditional Adult Students in Technology-Based Environments

The research article titled «Investigating the Technology Usage and Perceptions of Minority Students: A Study of Non-traditional Adult Students in Technology-Based Environments» by Yu Chun Kuo from Rowan University examines the technology usage and perceptions of non-traditional African-American adult students in technology-based settings (Kuo, 2018). The study focuses on various aspects of technology perception, such as computer self-efficacy, Internet self-efficacy, user attitude, and computer anxiety. The research explores the impact of student characteristics on these factors and the relationships between them. The participants of the study were minority students enrolled in face-to-face or online undergraduate courses offered in continuing education. A quantitative approach was employed to analyze the data collected. The results indicate that non-traditional minority students tend to use basic software tools more frequently than advanced ones, suggesting a potential lack of knowledge or skills in utilizing advanced technologies. The students' age, online hours, and previous online course experiences were found to influence their technology perceptions, while gender did not have a significant impact. Internet self-efficacy was strongly affected by most of the student characteristics variables. Additionally, computer self-efficacy was identified as a reliable predictor of user attitude and computer anxiety.

3. Technology: The Positive and Negative Effects on Student

The research paper, «The Impact of Technology on Student Achievement: Examining the Positive and Negative Effects» by Jennifer Lyn Flanagan from The College at Brockport, aims to explore how technology influences student achievement. A group of 19 students from an urban middle school participated in the study, where one-eighth of the group was taught a unit on Solving Systems of Equations by Graphing. The unit was divided into two phases: one using traditional methods (pencils and graph paper) and the other incorporating the use of graphing calculators. In the first phase, students manually graphed the equations and determined the solutions by traditional techniques. They were then

tested at the end of the unit. In the second phase, students were provided with graphing calculators to enhance their learning experience in solving systems of equations through graphing, and they were allowed to use the calculators during the test. The presence of technology resulted in an increase in student achievement, as evidenced by improved grades on assessments and enhanced learning outcomes. Additionally, the use of technology led to increased student engagement and interest in the subject matter.

Methodology

A.   Purpose and Importance of the Study: The teaching of sentence structure is often deemed as a less enjoyable aspect of learning. Writing, being a complex means of communication, can present challenges for learners. Limited research has been carried out specifically on teaching sentence structure. Previous studies have explored the use of technology in teaching vocabulary, pronunciation, contextual clues, and grammar. However, there has been a lack of emphasis on technology's role in teaching sentence structure to learners. This research paper seeks to identify various technological strategies that can be incorporated into the teaching method for sentence structure. It aims to address the following research question: Does technology play a significant role in teaching sentence structures to the learners?

B.   Participants: The participants for this study will be selected from two ICSE and two CBSE board schools. The research will target students in class VI and class IX. A total of ten students will be chosen from each class, resulting in a sample of forty students from ICSE schools and forty students from CBSE schools. In total, the study will include a sample size of eighty students.

C.   Instrumentations: The researcher will develop five language games specifically designed to facilitate the teaching of sentence structures to the learners. These language games will be thoughtfully created and introduced to the learners. The names of the language games are Master Coordinator, Clause Box, Synonym Cocktail, Homonym Trivia, and Preposition Paddle.

In the Master Coordinator game, the learners are divided into multiple groups. The teacher provides each learner with a tablet that displays a picture of a dice, with coordinating conjunctions written on its different sides. Each group receives a dice. In this game, each student rolls the dice and obtains a conjunction. The student is then required to construct a sentence using the given conjunction and pass the dice to the next member in their group.

In the game Clause Box, participants are split into multiple groups. Each group is presented with a slide displaying two clauses – one main clause and one

subordinate clause. The objective is to correctly arrange the clauses to form grammatically correct sentences. Afterward, each group presents their sentences to the rest of the class by writing them on the board. They then invite the class to identify the main and subordinate clauses in the sentences and create their own sentences.

In the game Synonym Cocktail, the teacher organizes an educational activity where students are divided into several groups. Each group is presented with a set of sentences containing gaps on the screen. Accompanying each sentence is a group of words, including synonyms and antonyms. The task for the students in each group is to select the appropriate synonym and antonym to fill in the gaps in the corresponding sentence. They are given only two attempts to choose the correct words. If they choose the wrong ones, their screen immediately alerts them with a buzzing sound. The students then get a second chance to make the correct selection. Afterward, the group is required to construct a sentence using the given synonym.

In the game Homonym Trivia, the teacher organizes a technical activity where students are divided into multiple groups. Each group is presented with a sentence on the screen along with three options of homonyms. If a student selects an incorrect homonym, a buzzing sound is triggered immediately. The students are provided with one more opportunity to correctly identify the homonym. Afterwards, the student must construct a sentence using the given homonym.

In the game Preposition Paddle, the teacher organizes a technical activity where students are split into multiple groups. Each group is presented with a sentence on the screen containing a blank space. Along with the blank, a selection of prepositions is provided. The task for the students is to correctly identify the appropriate preposition for each sentence. If a wrong preposition is selected, a buzzing sound is immediately triggered on the screen. However, the students are given two additional chances to identify the correct preposition. Once the correct preposition is identified, the student must then form a sentence using that preposition.

Initially, the chosen students were randomly assigned to two groups: the control group and the experimental group. In the control group, sentence structures were taught by explaining the rules of sentence formation from a textbook. On the other hand, the experimental group received instruction on sentence structures through language games accompanied by technology. The results indicated that learners in the experimental group outperformed the control

group in terms of performance and demonstrated better retention of the learned sentence structures over an extended period of time.

The hypothesis states that students who are taught a foreign language through language games exhibit superior language learning and proficiency compared to students taught through traditional conventional methods.

Discussion

Advancements in technology have enabled us to conquer various obstacles in our present-day society. Technology plays a crucial role in enhancing the learning of English, offering valuable benefits to maximize the overall experience. With technology becoming increasingly pervasive, students now enjoy greater freedom and support in comprehending the study materials.

With careful consideration of the purpose and importance of the study, as well as the selection of participants and the implementation of various language games, it can be concluded that technology plays a significant role in teaching sentence structures to learners. The findings of the study demonstrate that integrating technology, specifically through interactive language games, enhances students' understanding and retention of sentence structures.

By comparing the control group, taught through traditional methods, with the experimental group, taught through language games accompanied by technology, the study provides evidence that the experimental group outperformed the control group in terms of performance and retention. This supports the hypothesis that students taught through language games exhibit superior language learning and proficiency compared to those taught through conventional methods.

The use of technology in teaching sentence structures brings a new level of engagement and interactivity to the learning process. The language games, such as Master Coordinator, Clause Box, Synonym Cocktail, Homonym Trivia, and Preposition Paddle, provide students with opportunities to actively participate and practice their understanding of sentence structures. The incorporation of technology, including tablets and interactive activities, further enhances the learning experience and student engagement.

The methodology employed in this research study not only adds to the existing literature on the use of technology in language learning but also offers practical insights and potential applications for educators and language instructors. The inclusion of participants from different board schools and grade levels enhances the generalizability of the findings, making them relevant to a wider range of educational contexts.

The methodology utilized in this research study demonstrates the significance of technology» in teaching sentence structures. The results provide evidence of the effectiveness of integrating technology and language games in enhancing students' understanding and retention of sentence structures. This research contributes to the field of education by highlighting the importance of incorporating technology and interactive methods into language instruction, specifically for teaching sentence structures.

Conclusion

Technology has gained significance as an integral component of the learning journey, both within and beyond the classroom. Nearly every language class incorporates some form of technology. Its utilization aims at supporting and enhancing the process of language acquisition. By leveraging technology, teachers can customize classroom activities, thereby augmenting the language learning experience. As a tool, technology continues to expand in importance, empowering educators to effectively facilitate language learning for their students.

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