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ГОДИНА 4

VOLUME IV

GOCE DELCEV UNIVERSITY - STIP
FACULTY OF PHILOLOGY

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FACULTY OF PHILOLOGY**

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Ивана Митева

Апстракт

Живееме во свет во кој новостите ги дознаваме преку интернет, медиумите и паметните електронски уреди, така се приспособуваме на еден нов начин на живеење. Нема место за досадни, бавни и неинтересни работи внатре и надвор од училницата. Последните генерации на ученици бараат инспиративни начини на учење и ние, како наставници, треба да го револуционизираме нашиот начин на предавање. Како што тие учат и ние учиме за глобалното село на интернетот и треба добро да го искористиме. Во овој научен труд се дискутира за причините зошто да се употребува технологија во училницата во која се изучува англискиот јазик. Исто така, се дискутира за предностите на технологијата кои отвораат нови можности за секој ученик. Трудот дава и практични совети кои можат да се применат во подготовките за часот.

Клучни зборови: *едукативна технологија, интернет, интерактивен софтвер, интегрирање на медиумите.*

REASONS FOR USING TECHNOLOGY IN THE ENGLISH LANGUAGE CLASSROOM

Ivana Miteva

Abstract

Living in a world in which we get news through the Internet, media and smart electronic devices, we are getting accustomed to a new way of existence. There is no place for boring, slow and uninteresting things inside and outside the classroom. The latest generations of learners seek inspiring ways of learning and we, as teachers should revolutionize our way of teaching. As they learn, we learn about the globalized village on the Internet and we should make use of it. This paper discusses the reasons for using technology in the English classroom. It also discusses the advantages of the technology which offer new opportunities for every learner. This paper gives implications for practical use that can be incorporated in the lesson plan.

Key words: *educational technology, Internet, interactive software, media integration.*



1. Introduction

Looking back to the era without computers and technology, faded images come to mind. Every day routines were much different than nowadays, the stamps were of a great value, the telephone was wired and news could be read in the morning newspaper. Turning to the way of teaching and learning and writing seminar papers or doing projects, completely different images come to mind. Going to the library to research, read and collect information about the project in progress; having a book, notebook and a pen as a weapon for studying and the teacher with a board and a chalk as a weapon for teaching – images now evoking boredom or are too difficult to imagine. The last 10-20 years of this 21st century have set the revolutionary basis for technological development. Every day there is a new invention; an old one has been improved or replaced by a new item that can be understood by the younger generations. This generation is the one demonstrating to us the impact of having developed under the digital wave. They are consumed by this digital and virtual reality which has become a fully integrated aspect of their lives (Green and Hannon, 2007). Furthermore, it is a discussion of whether this is a revolution or simply, evolution. The faster the teachers accept and understand this, the faster they will improve their way of teaching and will motivate learners to get completely involved in the learning process. The new technology offers new learning styles to be developed and for learners to actually feel important in the design of the syllabus. Even digital games, whether computer-, game console-, or handheld-based, are characterized by rules, goals and objectives, outcomes and feedback, conflict/ competition/challenge/opposition, interaction, and representation of story (Prensky, 2001) or more simply, “Purposeful, goal-oriented, rule-based activity that the players perceive as fun” (Klopfer, 2008). They are distinguished by two key elements: (1) an interactive virtual playing environment, and (2) the struggle of the player against some kind of opposition. With regard to the complexity of the technology, one should not forget to mention that in order to successfully implement technology in the English classroom there must be a strong commitment on the part of the individual or the department involved (Gotsick and Gotsick, 1996). Once teachers are ready to bring technology to a new level in the classroom, the process of teaching and learning will become easier and offering unlimited opportunities for language skills development. Therefore, the reasons for using technology in the English classroom will be further discussed.

2. Reasons for using technology

2.1. Reason 1: NO to YAWNING, YES to WOWING

One lesson of 45 minutes that includes reading and talking about England’s culture, landmarks or history could only be interesting for those who are truly



committed to history, while other students will be lost in the lesson: names, places, dates and a lot of yawns. At the end of the lesson maybe, just maybe one name will be remembered. The good news is that this could be changed with the use of multimedia. The internet offers music and video websites that are just one click away. The projector will transform the classroom into a small cinema where students can learn by watching an interesting video clip about the English culture or history. The students will not only be amazed, but they will also talk about it afterwards. A picture, better yet a moving picture says a lot more than a page of the course book.

2.2. Reason 2: HOMEWORK? BETTER YET - HOMEPROJECT

The outdated meaning of the notion HOMEWORK can really irritate the students. Cooper (1989) defines homework as tasks assigned by teachers to be completed outside of the normal class period, indicating that it can be done in a variety of settings. Olympia et al. (1994) further elaborate this concept, defining homework as “academic work assigned in school that is designed to extend the practice of academic skills into other environments during non-school hours” (pg. 62). The simple notion of HOMEWORK equals the meaning of boredom, irritation and “I’ll do it tomorrow before the lesson starts” promise. As a solution to this problem the meaning should be changed, better yet, the word: A HOMEPROJECT. It sounds a lot more satisfying and gives the students the opportunity to be creative. They can use their computer, Power Point presentation, they can make journals, and they can find pictures and songs and put it all together in a HOMEPROJECT. They will have fun and learn in the process. And discreetly, they will build their representative attitude.

2.3. Reason 3: ANOTHER QUESTIONING? STRESS ALERT!

After a module in the course book, students need to revise what they have learnt and do a test. And the stress begins. An effective way to avoid this situation is making a game out of it. The Interactive Whiteboard Software comes as a solution to this problem situation. A good show with the IT tools of the Whiteboard technology software could be put up, or a contest could be designed and students will fight with their knowledge. They would not even realize they are ready to do the test. The problem could arise if the coursebook that is used does not provide Interactive Software CD. In such case, another Interactive Software could be used with the same unit that is being revised. This software has a lot to offer, starting from explanations, authentic texts read by a native speaker, pronunciation drills, grammar exercise, short video clips etc. It is very easy to capture the learner’s attention and keep them focused. Solvie (2001) investigated the correlation between the use of an Interactive WhiteBoard as a delivery tool for literacy instruction in a first-grade classroom and student attention to and participation in the literacy lessons. Her research



found that the Interactive WhiteBoard was novel and created enthusiasm for learning on the part of the students as evidenced in remarks made during the lessons presented using the Interactive WhiteBoard and during individual student interviews, such as “I like touching the Interactive WhiteBoard,” “my finger is magic,” “I like when the lines get different,” “it’s a lot more easy using the interactive whiteboard, but I don’t know why,” and “the board is magic.” Students were engaged when they actually touched the Interactive WhiteBoard or manipulated text on it. Additional U.S. research focusing on middle-school students and teachers, and their attitudes towards Interactive WhiteBoards indicates a strong preference for the use of Interactive WhiteBoards in the classroom. As Beeland (2002) asks, “Does the use of an interactive whiteboard as an instructional tool affect student engagement?” The unequivocal answer, based on the results of both the surveys and questionnaires, is yes. The results of the survey indicate that interactive whiteboards can be used in the classroom to increase student engagement during the learning process.

2.4. Reason 4: FUTURE LEADERS

Students are competitive. They want to reach the top and be the best. They need to express their feelings and be right about them. They need space to be creative and give life to their ideas. All teachers should give their students the chance to feel that power: to put them on the spot, give them something they want to talk about and let them research and talk to their friends why it is important to believe in what they believe. The popular girl in the class should be given a chance to talk why fashion is important, the gamer of the class should be given a chance to talk why video games are relaxing, the athlete of the class should be given a chance to talk how sport has changed his life. And to do so, a big white screen should be provided for them so that they can present their beliefs loud and clear. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. This will ultimately help students learn and apply the course content to their future careers.

2.5. Reason 5: FUN, FUN, FUN

Overall, everything a teacher should do while teaching should be educative and fun. There is a lot of work that needs to be invested so that the lesson plan should be perfectly realised in the lesson. Also, financial support for all the technology items should be given. If that is settled, the fun can begin. For instance, the use of the karaoke software will make students sing their hearts out and also learn a ton of new vocabulary. The students will be thankful and will surely learn something new. They just need to be inspired.



3. Conclusion

Many researchers have investigated the effect of technology in education. There is an important distinction in the research in this area, based on whether the research is focused on education or on technology. Results have shown that technology facilitates the work of the teachers and students. Once the teacher is prepared to control the technology used in the classroom, students receive readymade knowledge. Moreover, the reasons for using technology in the English language classroom show how important it is technology to be used. In this paper it was discussed how multimedia, Power Point presentations, Internet, Whiteboard Interactive Software, smart electronic devices, etc. influence the process of learning. What we receive from the students as feedback should also be taken into account. Teachers should evaluate their work with technology and control the pace with which technology is used. Teachers need to be careful not to overlook the principal aim of the technology use – to learn faster and have more fun. With the use of technology, students can be working alone, preparing ideas or making notes before a discussion, doing a listening task, doing a short written assignment, or doing grammar or vocabulary exercises. They will develop their abilities and aim towards more self assertiveness. Using technology in the classroom, they will talk more, share their ideas, learn from each other, will be more involved, feel more secure and less anxious, use English in a meaningful, realistic way and enjoy using English to communicate. The reasons for using technology are numerous provided that the teacher is strongly prepared to take the challenge and guide the students through the virtual classroom. Innovation, creativity, building language and social skills are among the advantages of using technology in the classroom. There are problems that need to be overcome (for instance: acquiring new equipment, learning new software, adapting old teaching techniques to the technological environment requires major investment in time, effort and money.) However, the process can be beneficial to all parties. Students find themselves in a new instructional situation that can encourage greater involvement with the course content, and adopting these new techniques can have a rejuvenating effect on the instructor who may have taught the class too many times.



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