

Effectiveness of ICT Integration in Teaching English as a Foreign Language

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Abstract:

Issues of modern methodology teaching English as a foreign language development, practicability of pedagogical technologies use in educational process and effective learning teaching methods of integrating of information and communication technology (ICT) in teaching English as a foreign language is highlighted in this article. The integration of ICT in language education has become essential in teaching English as a foreign language in 21st decade. EFL teachers are expected to be more creative and achieve their professional development in the rapidly changing modern society. It is magnificent to use all four core skills required for ICT to enhance language learning. The use of ICT as a teaching tool helps us to obtain, share, analyse and organize information. In this way we can give chance our students to get in touch with different kinds of educational media. For achieving the good result it is clear that learning English is not less important part in modern education of our country, moreover, of all over the world. And ICT is significant tool to make interesting and effective learning any foreign languages. As we know that teaching foreign language with realias and authentic materials are effective rather than just information and ICT is the most perspective way of presenting them.

Information and Communication Technologies can be regarded as a new model of teaching and learning. ITC is effective not only in teaching and learning, it is also essential in assessing. This review studiesa deep and clear understanding about use of ICT in teaching English and examine ICT to meet the new educational demands of the current era. Namely, the aim of this paper is to present a comprehensive review of advantages and disadvantages of using ICT in EFL classrooms of Samarkand State University.

Keywords: *Information and communication technology, ICTintegration, competence, English as a foreign language.*

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I. INTRODUCTION

In recent years, the scope of the using foreign languages has expanded significantly in various fields: public, political, economic, scientific, educational and cultural life of Uzbekistan. Knowledge of a foreign language (especially English) today is an indispensable component of a successful career as a specialist of any profile. So youth of our country realize the importance learning the language and teachers are trying to find out easy and effective ways of teaching. We know that teaching English has different type and methods. And it's also so important to pay attention to teach **What?** and **How?** As English in our country is not second language, but foreign language.[Makhkamova Komila, 2019] So we have to keep in mind the role and place of English in the country and

try to drag in all core English skills during teaching and of course should do it ry effective tool, ICT. As integration ICT in teaching foreign languages is core in improving language. As the usage of language skills are both the aim and the means for the implementation of the communicative goal, ICT is significant equipment to achieve this aim. The language skills as the target categories have been elaborated in ELT in reliance with the purposes as they are used in everyday communicative situations [B. F. Klimova, 2014].Whenever we want to study any language, in our case the English language, we need to learn and practice the language and need native speakers, real sphere to learn and live. And in this case ICT is perfect helper to learners and teacher as we live in the country where native speakers are rare.

Technology integration nowadays has gone through innovations and transformed our societies that has totally changed the way people think, work and live [Grabe, 2007]. As part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum [Ghavifekr, Afshari & Amla Salleh, 2012]. Integration of Information, Communication, and Technology (ICT) in education refers to the use of computerbased communication that incorporates into daily classroom instructional process. In conjunction with preparing students for the current digital era, teachers are seen as the key players in using ICT in their daily classrooms. This is due to the capability of ICT in providing dynamic and proactive teaching-learning environment [Arnseth & Hatlevik, 2012]. While, the aim of ICT integration is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students, it also refers to benefits from networking the learning communities to face the challenges of current globalization [Albirini, 2006, p.6]. Process of adoption of ICT is not a single step, but it is ongoing and continuous steps that fully support teaching and learning and information resources [Young, 2003]. Previous researches proved that use of ICT in teaching will enhance the learning process and maximizes the students’ abilities in active learning [Finger & Trinidad, 2002; Jorge et al., 2003; Young, 2003; Jamieson-Proctor et al., 2013]. If there is lack of technical assistance and no repair on it, teachers are not able to use the computer for temporarily [Jamieson-Proctor et al., 2013]. The effect is that teachers will be discouraged from using computers because of fear of equipment failure since they are not given any assistance on the issue. Türel and Johnson’s study (2012) revealed that technical problems become a major barrier for teachers. These problems include low connectivity, virus attack and printer not functioning. However, there are a few exceptions. Schools in the countries like Netherland, United Kingdom and Malta have recognized the importance of technical support to assist teachers to

use ICT in the classroom [Yang & Wang, 2012].

II. METHODS

The integration of ICT in classroom is getting more important as it help student in enhancing their collaborative learning skills as well as developing transversal skills that stimulates social skills, problem solving, selfreliance, responsibility and the capacity for reflection and initiative. All these elements are core values that students need to achieve in an active teaching and learning environment]Ghavifekr et al., 2014). Similarly, in Uzbekistan the government has implemented the integration of ICT in learning and teaching process. And approximately each teachers of foreign languages uses ICT during teaching.

For this study, tasks and pre-post tests have been administered to 30 students from the preparatory classes of Samarkand State University. They were chosen at random and were all pre-intermediate level students between the ages of 18 and 22 who had graduated from government schools. The course book, they were studying in their English classes was “Face2face”. They had started learning English with “Face2face Elementary” and had gone as with the other levels of the same book. First, the pre test was administered to all participants. Then, fifteen of those students were taught with ICT and another fifteen students were taught without ICT during 2017-2018 academic year. The class which were taught ICT (ICT Group) every lesson was engaged with computers with internet connection, smartboards, CD players and etc.. In the meantime, the other 15 students were busy with lessons based on traditional methods of teaching (Traditional Group), without any innovative technologies, but recorder.

ICT Group learnt each lesson with innovative technologies which were integrated with all four core skills in English teaching:

- *Writing skills* were strengthened by writing letters on e-mail to pen friends who were native speakers

- *Speaking skills* were enriched and corrected by recording and relistening their own speech; by audio calls and video calls on *SKYPE* and *WAT'S* up to their English speaker friend (integrating with listening)...
- *Listening skills* were improved by giving recorded authentic materials as records, musical compositions, cinemas...
- *Reading skills* increased by searching information on internet, by reading letters (integrated with writing)...

Traditional Group made all tasks without any ICT, but record for listening.

Subsequently all the students were given exactly the same test as the post test. The tasks and the tests have been carried out in the fall semester of the 2017-2018 academic years. The post test was applied to the students just after they had completed the tasks. This, of course, increases the reliability of the test results since it was held when the effects of the tasks were still fresh.

III. RESULTS AND DISCUSSION

In order to compare the results of the same test given to both groups, we tested them with the same tests. But received results of two groups differed. ICT GROUP obtain progress in 13 and TRADITIONAL GROUP acquired 10 only.

Table 1. Group statistics of the pre-test scores of experimental and control group

Groups	Number of students	Mean
ICT GROUP	15	13
TRADITIONAL GROUP	15	10

Beside it, students in ICT group become more motivated, active and communicable rather than the traditional group.

From experienced integration ICT in teaching foreign and non- integration ICT we can see that the mean value of the ICT group is more than the

Traditional group, so it can be said that integration ICT in teaching English as foreign language makes students more successful than they can be when the themes are taught with traditional way. According to given the result of testing two groups, where the students were taught in different methodology, we realize that ICT integration in teaching the target language much more fruitful rather than trying teaching non-ICT integration.

The first is the English lessons become more interesting and motivate student to continue cognize and learn the language. Students become more active, confident and communicable.

Secondly, students have different types of opportunities to approach to constantly developing their communicative abilities in target foreign language.

Thirdly, it gives to try to increase teachers teaching competency and make lesson more effective than before. But there are some disadvantages of ICT integration in teaching:

- Technology can has problems during working and even can get out of order
- The handwriting of students may decline by less usage of writing
- Eyesight may worsen when learners use ICT regularly, more than two hours per day

Learners can become dependent on ICT

IV. SUMMARY

Using ICT in EFL lessons, teachers must create the condition for personal usage of ICT and condition for personal growth of students. In case of any errors, problems or difficulties with ICT teachers should show the students what to do further and direct them, correct the situation and decide the problem if it is possible. Moreover, teacher should develop ways to solve the problem.

The very first stage of ICT implementation must be effective to make sure that, teachers and students are able to make the best use of it. If the

implementation process of technology integration in teaching English as a foreign language in higher education takes place appropriately from not only higher education but the very beginning stage and the continuous maintenance are adequately provided, ICT integration in schools will result in a huge success and benefits for both teachers and students. The use of ICT especially in teaching and learning is more about practicality as compared to theories and that is why teachers must be given time to learn and explore it.

V. CONCLUSIONS

In conclusion, it is seen that the results of the experience show that students' success increases when these ICT is integrated in teaching English as a foreign language. Moreover, practicing the skills through ICT tasks carry up student involvement and motivation mainly because these kinds of tasks are related to real life and thus leads to communication. This study suggests that students' success rises when ICT is integrated in teaching.

Finally, the integration of ICT in classroom needs serious consideration in order to increase the competency of the education system of Uzbekistan. This will help in increasing the world ranking of the national education and produce the better future work force. We should remember, that teachers' role is the key role in making implement learning languages efficiently and successfully by using effective methods and technics during teaching languages. So that, we should find out the best way to motivate students to learn foreign languages in order to obtain world arenas in different spears.

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