The Role of technology in Conducting English Language at School

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A N N O T A T I O N

This research focuses on with the topic teaching English language to school learners, namely Information technologies in teaching English language. The problem of learning languages is very important today. Foreign languages are socially demanded, especially at the present time, when science and technology has led to an explosion of knowledge and has contributed to an overflow of information. It is well know that our new life is highly affected by the era of information technology, and technology plays an important role in today's human society development. With regards to this fact, it is indispensable to take advantage of the modern technological facilities in aiding the test of English language education. Moreover, the work focuses on roles of teacher, one of which is assessing and the usage of information technologies in the process of teaching language. Information technology helps the school learners as well as the teachers in studying the school material easily because of fast access. Studying the subjects with the help of online libraries and dictionaries has made grasping and increasing the knowledge easy for the school learners.

Introduction

The inclusion of information technology in the syllabus in schools, colleges and universities has helped them in grasping the subject well and getting their basics cleared. The theoretical part covers the overview of usage information technologies in teaching process and results of that are compared in the practical part of the work. There are also analyzed and interpreted questionnaires given school learners to explore the usage of the information technology in teaching language to compare their attitudes towards using information technologies before and after the lessons.

Statement of intent.

Information technology is becoming increasingly important in both our personal and professional lives, and our learners are using technologies more and more.

At present the main attention is given to perfection of the educational level, search of the new forms and

methods of teaching, introduction of new pedagogical technologies, creation of new methodological complexes in education system. Consideration of the problem of application new innovative pedagogical technologies, including informational (computer) technologies English language teaching process is especially important.

English language teaching practitioners around the globe have been practicing different trends suitable to their context, needs, availability of resources and practicality. Teachers have had a large amount of methods offered at different times. Obviously, some teachers stick on certain methodologies very sternly. Nonetheless, majority of the English language teachers instead of adhering to prescribed trends, follow different ones at different times applicable to their contexts. Besides, they practice different educational technologies to grow academically and professionally.

Educational technologies, especially computers and computer-related peripherals, have grown tremendously and have permeated all areas of our lives. It is incomprehensible that anyone today would argue that banks, hospitals, or any industry should use less technology. The Internet in particular is becoming an increasingly vital tool in our information society. More people are going online to conduct such day-to-day activities as education, business transactions, personal correspondence, research and information-gathering. Each year, being digitally connected becomes ever more critical to educational advancement.

We see that our main aim is to convince teacher in the need and efficiency of using innovative (pedagogical and informational) technologies of the education. For this purpose, it is important to determine the priorities in the field of these technologies taking into account the aims of the education, as well as interests of individual's development.

The use of technology in the classroom is becoming increasingly important and it will become a normal part of English language teaching practice in the coming years. There are many reasons for this:

· Internet access is becoming increasingly available to learners;

· Younger learners are growing up with technology;

· English, as an international language, is being used in technologically mediated contexts;

· Internet provides us with authentic tasks and materials, with published materials such as course books and resource books for teachers;

· Internet offers excellent opportunities for collaboration and communication between learners;

· provides us with authentic tasks and materials;

· Technology offers new ways for practicing language, using a range of IT tools learners may practice in all of four language skills – speaking, listening, writing and reading.

New pedagogical technologies, which are considered and any others, that are used at present or only arising in minds of scientists are inconceivable without broad using of new informational technologies and in the first place, computer technologies.

The concept of IT

Information Technology (IT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today's education field[1]. Kent and Facer (2004) indicated that school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. Increasingly, IT is being applied successfully in instruction, learning, and assessment. IT is considered a powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of IT can raise educational quality and connect learning to real-life situations (Lowther, et al. 2008; Weert and Tatnall 2005). As Weert and Tatnall (2005) have pointed out, learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge, which departs from traditional approaches. As time goes by, they will have to expect and be willing to seek out new sources of knowledge. Skills in using IT will be an indispensable prerequisite for these learners. IT tends to expand access to education. Through IT, learning can occur anytime and anywhere. Online course materials, for example, can be accessible 24 hours a day, seven days a week. Teleconferencing classrooms allow both learner and teacher to interact simultaneously with ease and convenience. Based on IT, learning and teaching no longer depend exclusively on printed materials. Multiple resources are abundant on the Internet, and knowledge can be acquired through video clips, audio sounds, visual presentation and so on. Current research has indicated that IT assists in transforming a teaching environment into a learner-centered one (Castro Sánchez and Alemán 2011). Since learners are actively involved in the learning processes in IT classrooms, they are authorized by the teacher to make decisions, plans, and so forth (Lu, Hou and Huang 2010). IT therefore provides both learners and instructors with more educational affordances and possibilities.

Using IT effectively can lead to a more positive educational ethos in the classroom and in effect a more communicative classroom. Effective use of IT by the teacher can offer greater interactivity at both a deep and surface level. We will explore the general use of IT, but also its impact on interactivity within the classroom.

Cox et al. (2003) undertook a review of the research and then concluded that IT had indeed had a positive effect on attainment in National Curriculum subject areas. They qualified this assertion by stating that it was not just the everyday use of IT as a tool, but the skillful use of IT by the teacher, when linked to careful pedagogical strategies enhancing classroom communication. In order to get the best use of IT teachers have to be aware of IT‟s range and feature as a resource and should be deeply versed in IT techniques. This conclusion was confirmed by Somekh and Davies (1999) and Sutherland (2005). They assert that the skillful use of IT by trained practitioners is absolutely key to higher attainment.

IT offers a range of key features including speed, automation, capacity, range, provisionally and interactivity (Beauchamp (2012: 3).

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