Reality of using modern means and techniques in teaching English

Shatha Sadiq

Abstract: **This research aims to know the reality of using modern means and techniques in teaching English by highlighting modern technologies in teaching English and their effective role in completing the language, and highlighting teaching using technology that deals with what is known as (ICT), and the most important different features and uses of technology in In addition to learning about modern methods of teaching foreign languages, the method of grammatical translation and communicative language teaching (CLT) is also highlighted**;

In recent years, educational patterns that follow the same approach have emerged. They will be reviewed, and finally, practical recommendations for employing modern technologies in the field of English language teaching have been made.

Keywords: **modern technologies, teaching English, communicative language teaching (CLT).**

1. INTRODUCTION

English is nowadays one of the most important contemporary languages. Therefore, learning and mastering it has become one of the urgent needs required by the conditions of the era in which we live. Because of the growing human sense in this era of the importance of the English language and the need to learn an international language that is understood and dealt with by the largest number of people, the demand to learn English is increasing day after day, and this is confirmed by the increase in the number of English language schools and institutes around the world.

The world is witnessing tremendous developments in various aspects of life, especially in the use of information technology, which has led to the entry of technology tools in all areas, especially the field of education, so that technology tools have become an important element in the educational process, because of their role in achieving the goals and objectives that Educational institutions seek it, and keep abreast of recent developments, and the use of technology tools in education has contributed to bringing about positive changes in educational and educational institutions.

Technology in education has contributed to the modernization of means of communication from the Internet, computers and smart phones, and has also contributed to the development of traditional teaching methods, so that the student has become the focus of the educational learning process in terms of participation, interaction, dialogue, analysis and conclusion, and the use of technology tools in education is one of the educational means. The modern, which proved its existence within a short period and became an important reference for the parties of the educational learning process, which achieved a radical change in the perception of the learning process and made it more useful, fun and easy than it was in the past, because of the services and applications it provides that make the student get what he wants from useful information wherever It was, and this helped to change the prevailing negative view of this technology, which some believed was limited to what harms students as a result of the wrong use by some of them. Therefore, the administrations and teachers had to contribute to educating students about the positives of this educational method and modifying the accepted culture and employing it to serve their interests. And expands their circle of knowledge, and after the entry of mobile devices into the education system, learning has become for, The teacher and the learner are available at all times and places, and it has been known by what is called mobile learning, meaning that the learner can communicate and communicate with his teachers and friends even if the time and place are different. (**Safar,2016:417**)

2. MODERN TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

There is an urgent need to learn the skills of this language and to identify ways that help to learn it quickly and effectively. There are many methods that help in learning the English language, and they depend in their entirety on practice and training, and each method has its own mechanisms and strategies. Among the most famous are:

1- Audio and video recordings (multimedia)

If the goal of acquiring the language is to speak fluently, then it is necessary to persevere in listening and watching English conversations continuously, with full focus on listening and watching time to learn how to pronounce letters and words properly and free of linguistic errors. These recordings are also required to be prepared by specialists in the English language and issued by accredited educational bodies in the teaching of the English language.

 The integration of the senses of hearing and sight is also one of the most important methods of effective learning. Hearing the sentence and watching it simultaneously helps greatly to adjust the pronunciation and exits of letters properly. This method is called the method of using multimedia.

Mechanisms of using this method:

- Start reading paragraphs in their letters.

- Repeat hearing the paragraph more than once.

- Re-read the paragraph silently, to ensure that the words are pronounced correctly.

- Re-read the paragraph audibly and record it in one of the audio recording programmers.

- Compare what has been saved with others.

- To be the next phrase on the next page, if it should have read all the words of the paragraph. **(Yang, 2010: 1346)**

2- Self-talk method

This method depends on the individual using the language he previously acquired in conducting a self-conversation between himself and himself, and it is preferable that the conversation be related to the tasks performed by the individual, such as preparing a cup of tea or a cup of coffee, and this method has many advantages, including:

- Retrieval of previous learning and keep it from oblivion.

- Develop thinking skills and linking words.

- Helping to visualize.

- An effective method and a guaranteed result, as the person is the observer of himself.

3- The daily schedule method

Daily agendas are one of the most important things that many people do to organize their work and make the most of their time. So try to write your daily work in English (and Arabic too). Getting used to writing the agenda in English helps greatly to acquire new words and new sentences every day.

4- Mobile applications

Anyone who wants to learn English can benefit greatly from mobile phones, as they - in addition to their great spread - contain applications specialized in learning English with the possibility of recording and correcting some words, and it also contains a search and translation dictionary, where any word can be searched. and translated.

In general, smart phones help to make the best use of free time, but it is necessary to consider its proper use, by searching for widespread and well-known applications, free of moral defects.

5- Make learning English a personal hobby

Make the language a hobby for you: read and follow the reports and bulletins presented in the English language.

6- Memorizing and reciting

One of the oldest and simplest methods, select a number of words daily to memorize them, then recite them for yourself, and with the passage of time you will find yourself available on an infinite linguistic sum of words that can be employed in multiple situations. **(Parker, 2007: 57)**

Teaching with technology:

Teaching using technology deals with what is known as (ICT) i.e. information and communication technology in the language curriculum

ICT has key features that make its use a valuable source of information, but some teachers may not trust the technology or are reluctant to integrate computers into their classrooms. Learning with technology is distinct from learning about technology in its ability to change learning environments in ways most educators cannot imagine. Some adults see the issue as being much bigger than using basic computer functions such as email, search engines, and presentation software. Educators in the twenty-first century are integrating technology into their classrooms and building confidence to learn how to use this technology in a meaningful way in the educational process:

1. Educational integration of technology to provide practical experiences for learners.

2. The degree of computer literacy of the future teacher.

3. Educational integration of technology by educators during university education for future teachers.

4. The expectations of the future teacher for the success of integrating technology into the educational process.

5. The value placed on technology by future educators such as laptop computers, interactive whiteboards and internet receivers is getting cheaper and more available to everyone as the world starts using it in the classroom more often without proper training in its use. Unfortunately, this was the decade that we learned It has digital immigrants and digital citizenship, which created an additional gap between teachers and students, who have always considered each one of them in a separate camp from the other. We also had to learn a set of new acronyms (IWB, ICT etc, URL) as if we had nothing enough of them.

Different features and uses of technology in the classroom:

- A word processor.

- Digital camera.

- Digital video.

- The World Wide Web (Internet)

- Electronic pages.

- E-mail.

- Videoconferencing.

- Presentation software.

- computer games.

- Tables and databases.

Modern methods of teaching foreign languages:

There are many methods of language teaching; Language teaching methods vary according to the different trends of classicism and modernity, and some of them became famous, reached the pinnacle of glory and then disappeared due to the relative ambiguity, and some of them are widely used now, and some methods still represent modern schools in learning the language, and they have those who oppose them. or agrees with it, and there are attempts and modifications to create a kind of confusion between the teaching methods, which is next. **(Radović, 2010: 289)**

The grammar translation method:

the traditional method of language teaching; Where students are introduced to grammar and vocabulary, with direct translation, and the student is assigned to memorize, this was the dominant method in Europe in the nineteenth century, and is now the most common in the traditional education of classical languages, and most professionals now admit that this method is ineffective As an objective and a teaching method in itself; Because it directs the student to deal with the language as a deaf study subject, in which he will take the exam and end his relationship with it. Moreover, this method overlooks important language skills such as speaking and listening skills, which is the problem that the Arab student encounters when he travels to an English-speaking country; Where he finds himself in the predicament of "not being able to communicate audio-oral" despite memorizing a lot of vocabulary!

The direct method:

It is sometimes called the natural method; Where the method of learning is to refrain from using the learner's mother tongue, and only the target language is used.

Established in Germany and France around 1900, the direct method works on the idea that learning a second language should be an imitation of how a person learns a first language; When the child begins to learn to speak, he depends on imitating the exits of words, training on them and repeating them, and then uses these words to express himself and form sentences, and this is the natural way for humans to learn any language - the child never depends on another language to learn his first language, and therefore the language The mother is not necessary for learning a foreign language, and in this method, from the outset, the greatest reliance is on the correct pronunciation and imitation of the style of the target language; It advocates the teaching of oral skills at the expense of all the traditional goals of language teaching.

According to this method, language learning, reading and writing, must remain a somewhat late stage for as long as possible, just as it happened during first language learning; The learner did not use the printed word until he reached a stage where he had a good understanding of the spoken audible speech, and was able to express himself completely using language. **(Dalim,2016:82)**

The audio-lingual method

Students listen to/or watch recordings of different situational examples of second language speakers, students practice a variety of exercises, and the instructor always emphasizes the use of the target language.

This method was used by the United States Army; To teach soldiers foreign languages used in the event of directing instructions during the war or the occurrence of certain accidents, and that was during the Second World War, and because of the weakness in the performance and the scientific return of this method, it is rarely the main means of teaching the second language, but it is used as an aid to education and For training on exam patterns in international language exams.

Communicative language teaching

"Communicative Language Teaching (CLT"); An approach to language teaching, emphasizing both the means of human interaction; The ultimate goal of language learning is to achieve successful communication. Although there are many criticisms of this approach, it is still popular, especially in Europe; where constructivist views; Where this theory sees: the creation of meaning for the world and existence, through a series of individual constructs, language teaching and education in general, is the best method for controlling academic discourse.

In recent years, educational patterns have emerged that follow the same approach. Such as:

- "Task-based language learning (TBLL)";

- It is also known as: "Task-based language teaching (TBLT)";

- C- or "task-based instruction (TBI)";

The TBLL program has steadily grown in popularity as a further refinement of the CLT approach, emphasizing the need for successful completion of tasks both at the level of practice of the program as an organization, or Language Teaching Assessment.

Language immersion

This approach sees: that students be in a situation where they must use a foreign language, with or without previous experience, and it is more like a natural approach to language learning, and it results in creating fluency in speaking, but it lacks accuracy in use.

Directed practice:

A method that depends on the repetition of specific phrases, and this method is used in American diplomatic courses, where it uses: "Phrasebook-type knowledge of the language." The learner learns the phrases accurately, but nonetheless, lacks proper speaking skill. **(Chauhan, 2004:3)**

3. CONCLUSION

Modern technological means are characterized by the personalization of learning in the English language, where the teacher provides the student with an application to do exercises on his weaknesses in the English language in order to avoid them.

Modern technology also helps students and teachers to access up-to-date and original English language materials and thus follow a series of English language learning series.

Modern technology also provides the ability to communicate with English-speaking people, and English is their mother tongue, which gives the person a great experience in conversation.

Modern technology also contributes to students receiving instant instructions from the learning systems, which allows them to correct the mistakes they make immediately and directly.

There are also several modern technologies that suit people with special needs, and thus provide them with easy ways to learn English.

Practical recommendations for employing modern technologies in the field of English language teaching.

The field of learning English in particular and foreign languages in general revolves around four main skills: reading, writing, speaking and listening. In the following lines, we will try to review a set of practical ideas that can be adopted when using the tools of modern computer technologies, the World Wide Web, and multimedia when teaching or teaching the skill of writing in the English language, then reading, and then I will address the skills of conversation and listening.

writing skill

The English language teacher can raise the level of his students in writing skill in the English language by encouraging them to write and exchange emails, and put their opinions through chat rooms, and the teacher can also encourage his students to send messages of congratulations, and write some companies to inquire about some of their products, And filling out some forms, and can urge them to use e-mail to inquire about information about language learning, or for the purpose of interacting with many users, just writing a message in English to another user will increase their ability to write in English.

The professor can also think of group class activities that students do together, such as urging them to do with their peers small academic writing projects that are appropriate to their educational level, and then publish them on the Internet. He can also ask his students to write an email to another colleague, or to send a message For all his colleagues in order to participate in the group discussion on topics that he or the students themselves propose, especially those related to their educational or even living life.

And another activity that can be done as well - after connecting the computers that students use to each other and thus establishing an internal network - enabling students to present their articles and their discussions during a class discussion, after which students choose the best articles and then publish them on the Internet by sending the distinguished ones To the site of articles written by students from all over the world called The Young Voices of the World, and in the same context the professor can encourage his students to create a website through which they present information about their country to their peers around the world.

It is also possible to benefit from what can be called (remote communication), which establishes a realistic linguistic situation that can contribute to raising the level of English language learners in writing and at the same time enable students to learn about the culture of others in different parts of the world and raise global communication skills - if true. Call it that - they have it all by encouraging them and urging them to correspond with their English-speaking peers in different parts of the world.

The teacher can ask them, for example, to write a letter to a learner of the English language in a country in which he introduces himself and his country, and in another letter or other subsequent letters in which he exchanges writing about his experience and the difficulties he experienced when learning the English language and other topics that the professor can direct his pupils to discuss when communicating in writing with another learner in some part of our vast world.

REFERENCES

[1] Safar, A. H., Al-Jafar, A. A., & Al-Yousefi, Z. H. (2016). The effectiveness of using augmented reality apps in teaching the English alphabet to kindergarten children: A case study in the State of Kuwait. EURASIA Journal of Mathematics, Science and Technology Education, 13(2), 417.

[2] Yang, J. C., Chen, C. H., & Jeng, M. C. (2010). Integrating video-capture virtual reality technology into a physically interactive learning environment for English learning. Computers & Education, 55(3), 1346.

[3] Parker, K., & Chao, J. (2007). Wiki as a teaching tool. Interdisciplinary Journal of e-learning and Learning Objects, 3(1), 57 .

[4] Radović-Marković, M. (2010). Advantages and disadvantages of e-learning in comparison to traditional forms of learning. Annals of the University of Petroşani, Economics, 10(2), 289.

[5] Dalim, C. S. C., Dey, A., Piumsomboon, T., Billinghurst, M., & Sunar, S. (2016, September). TeachAR: An interactive augmented reality tool for teaching basic English to non-native children. In 2016 IEEE International Symposium on Mixed and Augmented Reality (ISMAR-Adjunct) (pp. 82-86).

[6] Chauhan, V. (2004). Drama techniques for teaching English. The Internet TESL Journal, 10(10), 3.