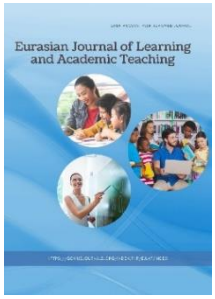

Effective Ways and Approaches of Using New Pedagogical Technologies in Higher Education (In the Example of Teaching Foreign Languages)

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ABSTRACT

This study investigated the rapid growth of technology has brought many innovations in education and especially in language teaching. In order to offer and create successful classes language teachers, especially English language teachers are using different tools facilitate the teaching process and make it more useful and efficient, besides textbooks and other interesting and engaging activities, which ensure student centeredness, autonomy, interaction and connectivity to a certain theme, such as computer-assisted language learning (CALL),"social computing" Digital Video on Demand are widely used in EFL classrooms. This paper first attempts to explore the goals of using educational technologies in the teaching process and the advantages of using materials in EFL teaching, on the basis of which proposes a framework of teaching principles, strategies and specific tips which facilitate EFL teaching. Then will bring theories and practice related to the use of technologies in language learning especially in ESP classes at a university level and the reason why modern educational technologies can be considered as valuable pedagogical tools, to facilitate the teaching process and learning process at all.

Keywords: technology, CALL, "social computing", Class Web Site, Digital Video, integration, language learning.

Introduction

Historically, we have sought to understand how technology "fits" into the current language learning paradigm; War Schauer and Healey [1,51-71] reaffirm these developmental periods. Behaviorist methodologies in the 1960s and 1970s, consistent with early form-focused, question-and-answer drills that could be easily programmed for computer-based practice. The move to meaning-oriented communication methodologies brought attention to learner choice and increased opportunities to explore language through programs that presented learners with contextualized language (concordance, text manipulation) and opportunities to receive feedback on language use. With the development of the Internet and increased opportunities for communication, we moved into a phase called integrated computer-assisted language learning (CALL), based on a social-cognitive view of learning, where authentic tasks and texts are central and teachers use tools such as word processing and the Internet to engage learners in authentic activities, he argued, placing them in a position to use technology for activities.

Methods

While this historical analysis provides a way to understand how different technologies, and more specifically their use, reflect pedagogical thinking, it has been criticized by Bax [2, 278-287] for not being easily reconciled with a neat phase in time. Just as teachers take an eclectic approach to different learners, Bax argues that the use of technology also needs to

be understood in terms of the teacher's intentions, role, and where it is used in the curriculum. Just as we don't want to talk about pens in a particular way, CALL no longer deserves a specific labeling. You may recognize that a variety of technologies are taken for granted in everyday life and professional practice. However, it is difficult to talk about technology and computers in a comprehensive way that can be applied to all contexts. How technology is integrated into a teacher's practice is largely related to several issues that must be recognized in exploring this field. Access to specific technologies and how institutions support their use are important. An individual's confidence in using technology is also a factor in a teacher's decision-making process. The learner, the learner's specific needs, and the learner's expectations for technology use are also powerful influences on eventual technology use. Most importantly, these factors interact with our beliefs about teaching and learning English to form a powerful filter for the ideas we read and engage with.

Views on Technology. To explore how we should think about these technologies with respect to language learning activities, we will first turn to the well-known metaphor of "tutor, educated person, tool. "Developed by Taylor (1980), this metaphor was first used by Levy [3,124-125] in first explored its relevance to language learning. The "tutor" view sees the teacher as "embedded" in the software, with instruction, support, and feedback in the materials themselves. This describes language practice software on CD-ROMs and DVDs, as well as software that can be accessed by teachers and publishers from their websites. The tutee metaphor places the computer under the learner's control, requiring the user to program the computer in some way. A common example is the programming language LOGO, which is used for robots. For example, school learners may be familiar with the "Turtle" robot. The concept of "tool" is adapted from more common software. Software such as word processors, web browsers, and other software that we use on a daily basis to complete specific tasks; search engines such as Google, wikis, and blogs are also included in this category. This metaphor has two meanings: like other human tools, computers can be used to assemble, build, install, remove, disassemble, connect, and fashion products. Like other tools, their use affects the way we think, act, and communicate. While the tools are "content-neutral," their impact on thought is an interesting dimension. A fairly sophisticated typewriter may simply look like a word processor, but as a problem-solving tool, it supports the writing process. Thus, tools can be scaffolds for thinking and problem solving, and the term "mind tool" refers to these characteristics. Spreadsheets, concordance, databases, inspiration The growing interest in developing electronic literacy as part of the language learning process reflects the increasing emphasis in the world of work on knowledge rather than industrial production, and on critical and transferable skills. As "social computing" (wikis, BLOGs, Facebook, Twitter, etc.) has developed, the building of connections between people has also come to the fore. In this major development, online communities took center stage and the Web became a world of sharing, both reading and writing.

Web 2.0 tools will be examined in the following discussion, and we will return to their specific implications at the end of this chapter. Before we do so, we will identify some connections between the use of technology and aspects of our practice as language teachers (already discussed in the first half of this document).

Results and Discussion

Technology and Language Learning. In most classrooms, the driving force of activity is testing and a centralized curriculum, and as a result, textbooks and lessons often reflect this. For example, in many parts of the world, spoken language is not tested, so it may appear in the curriculum, but it is not taught. Therefore, teachers need to be creative in order to enable learners to communicate. Teachers try to supplement their language classes with technology because they believe that in a regular language class, there is little time to actually use the language. Teachers are also aware that learners do not always understand

why they need to learn a language. Therefore, they strive to make learning meaningful and realistic in order to motivate learners. Many young learners do not understand why they are learning a language that appears to have little relevance to their daily lives. Teachers can address this by making learners relate to the outside world where the language is used for real tasks.

There are many different types of technology currently used in traditional classrooms. Some of these include:

Computers in the Classroom: Having computers in the classroom is an asset for any teacher. Having a computer in the classroom allows you to demonstrate new lessons, introduce new teaching materials, explain how to use new programs, and introduce new websites.

Class Web Site: An easy way to showcase student work is to create a web page designed for the class. Creating a website allows you to post homework assignments, student work, quotes, trivia games, and much more. In today's society, children should know how to use a computer and be able to navigate a website. Just be aware that most school districts maintain strong policies governing official school and classroom websites. Most school districts also offer teacher websites that can be easily viewed from the district website.

Classroom Blogs and Wikis: There are a variety of Web 2.0 tools currently being implemented in classrooms. Blogs allow students to continue the dialogue. Blogs serve as a tool to keep a journal of thoughts, ideas, and assignments, encouraging student commentary and reflection; wikis are more group-focused, allowing multiple members of a group to edit a single document and create a truly collaborative and carefully edited finished product.

Blogs allow students to express their knowledge of the information they have learned in any way they wish. Blogging is something that students do and enjoy from time to time, so when they are given an assignment to blog, they are eager to do it. If you are a teacher and need to find a way to motivate, create, and inspire your students to learn, assign your students to blog. They will love it. Wireless Microphones for the Classroom: Classroom noise is an everyday occurrence, but microphones allow students to hear the teacher's voice more clearly. Children learn better when they can hear the teacher. Teachers also benefit from not having to lose their voice at the end of the day.

Mobile devices: Mobile devices such as clickers and smartphones can be used to enhance the classroom experience by offering professors the possibility to get feedback. Interactive Whiteboards: Interactive whiteboards that allow touch control of computer applications. It can display anything that can be displayed on a computer screen, enhancing the classroom experience. In addition to aiding visual learning, interactivity allows students to draw, write, and manipulate images on the interactive whiteboard,

Digital Video on Demand: Replaces hard copy video (DVD, VHS) with digital video (e.g. SAFARI Montage) accessed from a central server. Digital video does not require hardware (players) in the classroom and allows teachers and students immediate access to video clips without using the public Internet.

Online media: Streaming video websites can be used to enhance classroom instruction (e.g., United Streaming, Teacher Tube, etc.).

Online learning tools: Tools that make learning fun and motivate students to study by making learning fun and personalized (e.g., Study Cocoa) Digital games: The field of educational and serious games has grown significantly in the last few years. Digital games are offered as classroom tools and have received a lot of positive feedback, including increased student motivation.

Many other tools are used as well, depending on the local school board and available funding. These include digital cameras, video cameras, interactive whiteboards, book cameras, and LCD projectors.

In recent years, the use of technological aids, especially those related to computers, has become an increasingly common feature of the classroom. There is no doubt that computer-based instruction will play a more central role in second language classrooms in the future. But while we eagerly explore the possibilities this

new technology offers for language learning, we must not lose sight of the fact that it is the teacher, not the technology, that determines the quality of learning that takes place in the classroom. When adopting new technologies such as tape recorders, VCRs, CD-ROM multimedia, and other network-based communication technologies, Jones and Sato (1998) suggest considering the following questions, which quoted in Richard and Renondya, [4.p.361].

Does the new technology facilitate achievement of course objectives?

Is it cost-effective?

Is it cost-effective?

Are teachers prepared to use the new technology?

Is training required?

Does it meet the needs of teachers and students?

Will it allow teachers to use their classroom time more efficiently?

There are other questions to consider, but these are some of the most important questions to address before deciding to implement new technology in the classroom.

Stempleski [5,17] discusses the positive features of video materials and offers guidelines to help teachers plan video lessons effectively. With careful and systematic planning, video-based lessons can be very stimulating and provide a rich resource for language learning. It is the teacher, not the video, that can make a video-based lesson a rewarding language learning experience. Teachers select videos, design tasks and activities that promote active learning, prepare students for preview, viewing, and post-viewing activities, increase student awareness of specific language points, and integrate videos with other aspects of the curriculum. Whittaker [6, 27-33] offer a set of guidelines for teachers who are considering the use of the Internet in second language instruction and planning to incorporate computer technology into their classrooms. Because technology is developing so rapidly, the authors believe that it is desirable to provide guidelines that can be applied to a variety of tasks using computer networks.

Adhering to sound pedagogical principles, these guidelines suggest that teachers consider the following:

Goals. As with any educational activity, the first thing a teacher should do is clarify the goals. Once the goals are clear, appropriate tasks and activities can be designed. Integration. For best results, computer-based activities should be integrated throughout the course curriculum.

Technical support. Although many students are quite familiar with computers, adequate support should be provided to avoid technical problems.

Learner-centered instruction. Whenever possible, teachers should involve learners in the entire instructional process. Involving students in setting the direction of instruction is likely to create a classroom atmosphere that promotes optimal learning. The authors conclude by describing how these guidelines can help some teachers as they tackle a new computer-based writing class.

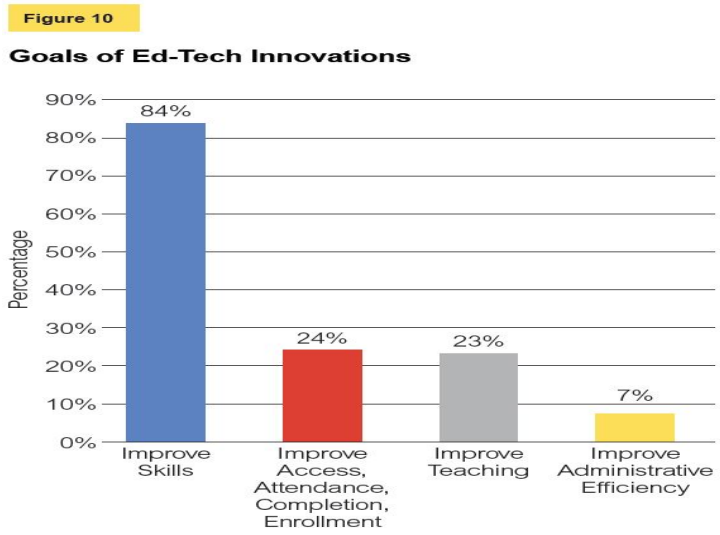

Figure 1. The main goals of educational technology innovations

Li and Hart [7,5-9] focus specifically on the World Wide Web and explore its potential in language learning. The Web has several features that make it particularly suitable for improving the language skills of second language learners. They include

Provides an extensive database of authentic materials. Provides excellent tools for interactive learning. Provides an ideal environment for collaborative development of teaching materials. Multimedia features combining graphics, sound, and movies are especially suited for language learning. Materials stored on the web can reach a large audience at a relatively low cost.

Li and Hart describe a web magazine that provides a forum for ESL learners to interact with other learners, share ideas, and simultaneously improve their writing skills. They then discuss some of the problems they have encountered and suggest future directions for the design and development of web-based language learning resources.

What Opportunities Do New Technologies Present? At the time of this writing, we are in a period of transition. At root, we are moving from analog to digital, but we are also seeing a shift on the Internet from what we now call Web 1.0 to Web 2.0. Web 2.0 allows more people to be creative with digital technology. For example, I can sit in front of my computer and record a video clip using a camera embedded in the lid of my laptop. I can also record this directly over the Internet and link it directly to a blog, a wiki, or my institution's virtual learning environment (VLE). In this way, the possibility of adapting and creating a wide range of language learning materials is put directly in the hands of learners as well as teachers. web 2.0 makes the production of images and texts even easier, and the localization and production of audio and video for teachers and their learners possible. Many of the early books written about the use of technology in language teaching were written in what is now called the Web 1.0 era. This was a time when materials were often supplied only by organizations such as publishers or small individual developers and could only be used as they were created. Teachers, like learners, prefer to arrange their materials. This would be described today as "remixing"[7,11].

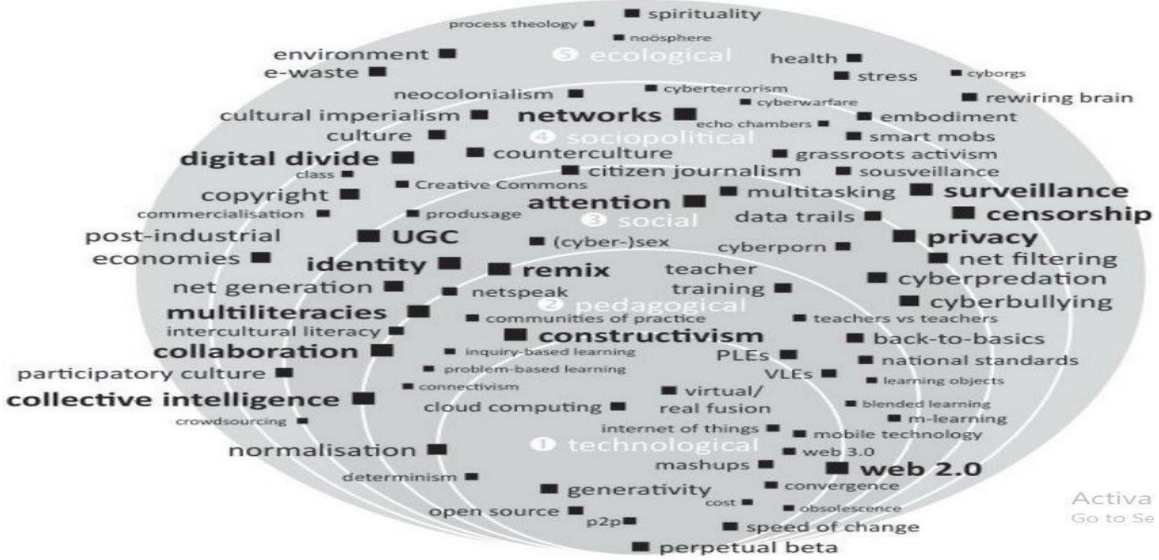

Figure 2. Five lenses on digital technologies in education (Pegrum, M., 2009)

Teachers need to take this approach in order to meet the learning needs of different regions. Teaching materials require mediation, which is increasingly possible with Web 2.0. See, for example, the use of video illustrated in the example below. We can find engaging and relevant input materials and build classroom activities around them. What we have described so far assumes access to the Internet. While teachers and learners may have access outside the classroom, many classrooms cannot count on access to the Internet. Therefore, materials such as CDs and DVDs that come with textbooks or that teachers and learners have downloaded elsewhere for classroom use can be brought into the classroom. These materials can be used anywhere with an appropriate player and do not require a direct connection to the Internet. Teachers can supplement what comes with textbooks in a variety of ways to make the materials more relevant to today's learners. Textbook material quickly becomes outdated, but references to aspects of culture can be quickly updated by adding up-to-date material from the Internet. It would be nice if learners could access this material themselves, but if not, the teacher can find something more appropriate and bring it to class.

How technology in language literacy supports students?

1. Wider exposure to the target language and culture

Technology increases the students' occasion for authentic commerce with native speakers and other language learners at colorful situations within or outside the classroom. Practice leads to perfection and technology-rich language literacy makes it possible.

2. Advanced provocation and attention

Transforming from unresistant donors to active learners, students might feel veritably agitated about language literacy and are motivated to practice more, using bias with which they can exercise a language through features similar as voice recognition and interactive multimedia exercises,etc.

3. Flexible literacy

Important further freedom is given to students within the classroom to decide how they approach the language and choose when and where to learn outside the classroom. tone-decision timber and individual responsibility-taking stimulate more profound and enriching verbal absorption.

4. Adaptive literacy

Technology has made it possible to produce adaptive literacy systems that can track a pupil's progress and acclimate assignments consequently. This helps give a more customized literacy experience, making it easier for scholars to learn at their own pace and concentrate on areas they need enhancement in.

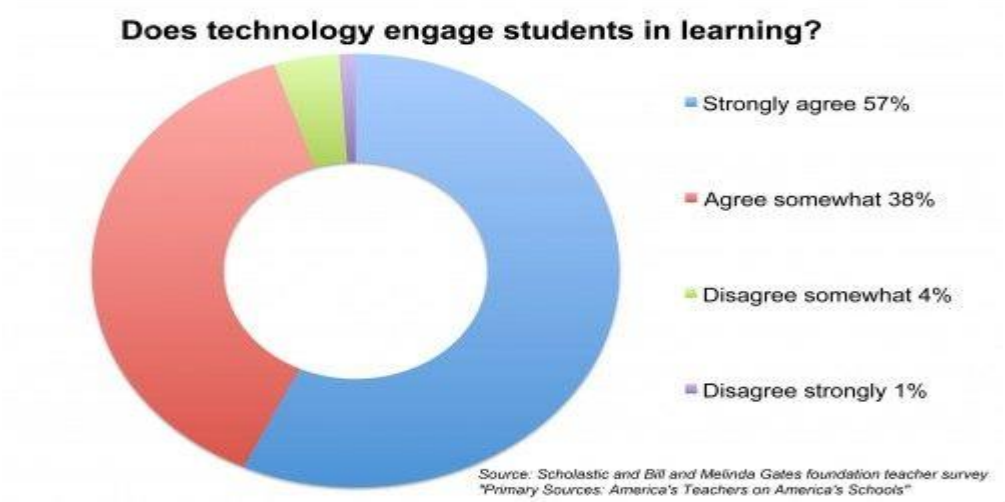

Figure 3. What are the goals of ed-tech innovations?

Conclusion

In conclusion, we can say, the general use of technological tools depends on the skill of the teacher and the right strategy. A wrongly chosen technology and strategy will have no effect on language learning and may have a negative effect on the contrary. In the process of choosing new teaching technologies, the teacher must first set a clear goal for himself. Which aspects of the students will be developed or nurtured by the technology that is planned to be used? It is necessary for the student to know in advance whether it is possible to use this technology outside the lesson or the classroom. if the teacher does not use good strategies and implement these tools during the explanation, the second language learning will be greatly affected. Mastery of learning can ultimately indicate that students perceive technology as a good resource to enhance their learning process. Thus, if available, it will be possible to increase their grades of knowledge.

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