ROLE OF TECHNOLOGY IN LANGUAGE LEARNING

Beshariq tuman 1-son kasb-hunar maktabi Ingliz tili fani o'qituvchisi

Turdiyev Rasuljon Usmonovich

ANNOTATION

The word "technology" is not only used in industry, but also is used in educational system. Simply said, technique means to modernize and develop and this branch by using new teaching strategies, new methods. Now English teachers have always been concerned about the inadequacy of conventional methods of English teaching in Uzbek education systems. The teacher of 21 century should use traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques.

Key words: teaching technique, innovation,teacher-centered approach, student-centered approach, to modernize, problems in teaching, mixed-ability groups, background, distance learning

Role of Technology in Language Learning It is rare to find a language class that does not use some form of technology. In recent years, technology has been used to both assist and enhance language learning. Teachers at K-16 levels have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms in the U.S. to classrooms in other countries where the target language is spoken. Further, some technology tools enable teachers to differentiate instruction and adapt classroom activities and homework assignments, thus enhancing the language learning experience. Distance learning programs can enable language educators to expand language-learning opportunities to all students, regardless of where they live, the human and material resources available to them, or their language background and needs. In sum,

technology continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students. While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment. In some cases, however, school and university administrators have permitted technology to drive the language curriculum and have even used it to replace certified language teachers. Language technology companies have made unsubstantiated claims about their products' abilities to help students learn languages, thus confusing administrators into thinking that these technologies can be an effective cost-cutting measure. There is currently no definitive research to indicate that students will acquire a second language effectively through technology without interaction with and guidance from a qualified language teacher. There is a long history of using technology to improve language learning (Salaberry, 2001). The review in this paper is limited to research published in referred journals during the last five years, from 1997 to 2001. The decision to limit the review to this period of time was motivated by the concern for relevance. The primary purpose of the review is to seek evidence and ideas that will guide our future work, rather than paint a comprehensive historical picture of research in computer-assisted language learning, which can be found in many existing publications (e.g., Chapelle, 2001; Levy, 1997; Salaberry, 2001). Thus, it is reasonable to focus on studies of technological applications that have the most relevance. Relevance is considered in two areas: technology and pedagogy. As we know, technology changes constantly and rapidly. The technological innovations that we are most interested in and that will most likely have an impact on language education in the future are: (a) multimedia computing; (b) the Internet, especially the web; and (c) speech synthesis and recognition. These innovations were a fairly recent development, and efforts to apply them in language education occurred even later. Focusing on the research publications over the past five years in this

way should give us sufficient insight into the applications of these relatively new technologies. There was also a major paradigm shift in the pedagogical and research focus of technology applications in language education recently (Chapelle, 1997, 2001; Pennington, 1996; Salaberry, 2001)—a shift away from traditional drill-and-skill computer-aided instruction (CAI) models toward multimedia, intelligent CAI, and integration models. Studies about applications of these newer models appeared more recently as well. Works included in this review were identified from five representative journals devoted to research on second/foreign language education and technology and language learning. Often terminology is regarded as emblematic for the language of a subject (Phillips and Norris 2009). But there is more to language in technology than isolated technological words that denote tools, components, materials, or concepts. Traditionally, linguists distinguish between levels in language systems as phonology (sounds), morphology (word forms), syntax (sentence structure), and text structure. Semantics describes how meaning is expressed by using these grammatical 38 Teaching the Language of Technology: Toward a Research Agenda 539 elements. From the 1970s, the focus on language structure was criticized by linguists, who argued that communicative competence includes not only grammatical knowledge but also knowledge about how language systems are used in social contexts (De Oliveira and Schleppegrell 2015; Leung 2005). From this period, sociolinguistics studied the interplay between language use and its functions in educational, professional, and other contexts, often with regard to social class and power relations. The attention to specific characteristics of subject-specific registers, as of technology and engineering, has been pushed by a need for professional language courses for adult professionals entering the English-speaking world. A different branch of applied linguistics, ―English for Specific Purposes‖ (ESP) focuses on ―needs of learners and analyses language demands in terms of grammar, lexis, register, study skills, discourse and genre‖ (Dudley-Evans and St-John 1998, p. 4). ESP-oriented research, for instance,

yielded an analysis of communicative events that engineers face in high-tech industry (Spence and Liu 2013) and an analysis of how engineering students express affect and agency in their writing (Archer 2008). A theory of language, less dominant than traditional grammar, is Systemic Functional Linguistics (SFL). It integrates language forms and meaning making with social contexts. SFL does so by starting from the functions or purposes for which people interact in different types of oral and written texts, called ―genres‖ (Halliday 2004). Examples of genres include descriptions, narratives, explanations, and instructions. The way meaning is created is analyzed from three angles. First, ―field‖ denotes what language in context is about. Second, ―tenor‖ expresses how roles and relationships between writer or speaker and reader or listener shape the text. Third, ―mode‖ describes choices for oral, written, or graphic representations and text coherence. SFL-based analyses have shown to be relevant for studying language in professional school contexts where specific genres can occur such as an instruction to make a kite (Derewianka 1990). Such instructional texts are described in terms of text organization, types of verbs and tense, ―linking words, and examples where such instructions are used (Rose and Martin 2012). SFL offers tools to grasp the specific characteristics in a more functional way, because of its focus on language use as a social practice. However, no comprehensive SFL-based studies in the field of technology have been found so far.

BIBLIOGRAPHY

1. Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel,Edition.

2.Carter, D. (1983), *"Some Propositions about ESP",* The ESP Journal, 2:131-137.

3.Dudley-Evans, T and St Johns, M.J (1998) *Developments in ESP a Multi Disciplinary Approach* Cambridge: Cambridge University Press.

4.Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes* Cambridge: CUP