

## INNOVATIVE TECHNIQUES FOR EFFECTIVE TEACHING TO FOREIGN LANGUAGE LEARNERS

Munajat Sultonova

English Teacher at Fergana State University

msultonova27@gmail.com

### ABSTRACT

Nowadays, second language acquisition is one of the main factors to develop the nation and individuality. Therefore, teaching innovatively with effective methodologies is crucial topic for introducing to sustain learners motivation in learning language effectively. Creativity is considered as the predominant feature for any learner to develop their creative thinking during language learning. Leading the change with innovative techniques in L2 classroom learning is important for encouraging learners' activeness. These changes and new implementations in the curriculum to meet all language learners' needs and interests require teachers to help their students' development in the process of learning language. Therefore, teachers need to know what new methods and techniques are necessary to make the learning process successful. Moreover, the state of the art techniques included Computer assisted language learning (CALL) and Mobile assisted language learning (MALL) based tools have successfully improved the ways of teaching and learning. That is why; previously used outdated methods and techniques may not work as effectively as before. This paper will discuss about updated efficient teaching techniques based on technological advances.

**Keywords:** innovative, methods, techniques, CALL, MALL, teaching and learning, outdated, updated.

### INTRODUCTION

In many part of the world technology-supported devices are highly used in teaching and learning languages. The use of communication and information technologies is also used for engaging language learners' communication with each other for continuing their academic goals. Furthermore, Computer- assisted language learning and Mobile assisted language learning have also changed the teachers' role in the classroom. According to Kurzweil "education will advance from 2009, with students using computers nearly exclusively for learning, with teachers available as motivators" (2000, p.192). Despite this, language teachers still need to know more about technology based teaching benefits or downsides to use in the classroom.

1. Computer –assisted language learning. (CALL)The majority of the world language learners are being engaged in communication with the other parts of the world to continue their academic aims via using the technology-based devices.

Nowadays, computers create new opportunities and some difficulties for instructors and learners in reality. Although using ICT in the classroom was new innovation for teachers many years ago, current instructors are required to be aware of technology in language teaching not to be considered as outdated ones.

A number of technology related to research have discussed how computer-based tools are necessary to improve learners' second language acquisition and ability. Therefore, it is difficult to imagine today's language teaching and learning without electronic dictionaries, corpora, Internet recourses, materials and evaluations.

Computer technology related implementations in teaching language are important to know how to utilize and evaluate for learning language which is crucial topic for language teachers now. As technology is advancing year by year, it creates chances and changes for language learning that the language teachers should know how to develop learners' independent learning by using technology in the classroom. Such phenomenon in turn leads to a new opportunities and challenges in pedagogy fields.

Despite this, such challenges are worth discussing as the technology is the reason of developing language learner's opportunities via innovative language learning tasks (Doughty & Long, 2003). By searching engines and tools included dictionaries, translation tools via the Internet, language learners gain language skills and learn cultural materials, and practice their language communication.

CALL also provides interactive multimedia and videos which are specifically designed for assessing students' language levels, needs and interests. The interactions between learners and computers are started when learners press the button to answer the evaluation questions or to ask the meaning of the words as a linguistic input.

### **LEARNING AUTONOMOUSLY**

Making a difference in the language learning chances leads to do more interesting research on developing students' self-studying techniques. In this case, some self-motivated students can learn independently, but the majority numbers of the learners are not aware of working autonomously. Thus, those who do not know the use of independently on technologies need to learn materials and resources from suitable designed software. Moreover, the process of autonomous learning steps should be explained step by step with clear-cut instructions and internet resources to help the learners feel confident to study independently (M. Sulstonova, 2022). Although Benson said that "there is an assumption that technology can provide learners with the kinds of support they need in order to develop the skills associated with autonomy," (2001: 140) supporting technology activities should be connected with the validity of this assumption. To achieve learners needs and interests, Chapelle (2005) pointed out four areas of needs included identifying the learners' difficulties in linguistics, teaching learners specific content areas, presenting materials and communicating with the learners to improve their language skills and assessing learners abilities while they are teaching to assess learners' needs, achievements and interests.

### **MOBILE ASSISTED LANGUAGE LEARNING**

Mobile-learning (m-learning) is also one of the unconventional methods of learning to help learners acquire second language and make them feel free in terms of time and place. In the whole world, as all countries included rural and urban areas have an access using mobile devices, it has changed the learning process and methods. Those changes have led to a number of investigations regarding benefits and drawbacks of mobile learning. As for advantages of

mobile based learning, it is often claimed as the most modern and the most comfortable device compared to emails and chats in spite of its restrictions to use. Although computers are used to learn language at home virtually or offline, learning language via the mobile learning can be happened everywhere at any time in the bus, out of the classroom or at work. Portability and connectivity are also the main reasons for learners by carrying the device with them and connect with English learning websites utilizing the wireless device.

Klopfer with his colleagues also investigated the properties of mobile devices included portability, social interactivity, context sensitivity, connectivity and individuality (2002). While such properties cost cheaper compared to laptop computers as a wireless device, it has also Internet browser as the main function of email or SMS which allows teachers to transfer information to learners' mobile phones easily.

Despite this, using mobile phones in teaching has also drawbacks such as the small size of screen for readers inconvenience to look at the given data and the lack of data memory. Many mobile assisted programs are not friendly designed for educational purposes or very expensive to purchase using about available resources to make them adapt for learning environment via mobile in the classroom.

Therefore, teachers are recommended to know various tools which learners have (Kukulsha-Hulme, 2005). In practice, as most learners have found difficulty completing the tasks or activities on mobile devices due to the screen size, internet cost and the keypad, they prefer to use computer devices to accomplish the tasks given by instructor (Stockwell, 2008). However, mobile learning is considered as the best device to use when learners use it out of the classroom to enhance language skills (Kukulsha-Hulme, 2009).

Enhancing language skills via Mobile Assisted Language Learning (MALL) is important factor in teaching and learning a second language. There have had a number of researches regarding mobile phone based on various aspects of language teaching and learning. Enriching vocabulary via mobile devices can be achieved by the apps, picture annotations and different exercises relevant to vocabulary. So for listening, learners can listen to audios and use the listening learning technology is regarded as handy to use it out of the classroom by enabling learners' to spend their free time with developing skills (Kukulsha, 2009).

## CONCLUSION

While technology is being used as a tool in teaching and learning, a number of methods are also being developed including student centred method used more than teacher centred ones. Although a lot of researches have been done regarding CALL and MALL technology, there are still many issues and a large amount of information left to be found out. Mobile technology based teaching methods should be also further improved with the help of learning CALL teaching as well. Yamaguchi claimed that (2005) "A computer is better than a mobile phone or handling various types of information such as visual, sound, and textual information, but the mobile phone is superior to a computer in portability. Further, some students do not have their own computers."

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