USING MODERN TECHNOLOGIES IN LEARNING ENGLISH

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Abstract: Learning English language is a vital issue in our digital age. Teaching processes and learning new skills are connected with the new technology and projects. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. Such kind of opportunity gives to learners improve their learning ability and increase their knowledge about history, traditions and customs of the foreign countries. This study focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language learning skills, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills.

Keywords: Technology, educational landscape, use, technology integration, development, innovative technologies

In this early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world. Teachers in the pre-technological era didn't have many tools to enhance their teaching process. However, in the technological era, the classrooms transformed from teacher-centered to student-centered. This came as a result of wanting to focus more on the students. A student-centered classroom means that the learning responsibility is put on the student with the intention of getting them out of the shell and teaching to become independently and discussing with group and teachers. Through many technological tools that teachers have at their disposal, they try to make the learning process fun, interactive, and informational for students by engaging them and giving a sense of independence. Technology hasn't only changed the way teachers deliver their lessons and how students learn; it has also made education in general more accessible to millions of students through online classes and online resources which is educator can learn independently and take an information without attendance at classes. When we talk about technology in education, we mean all types of technology that are used to enhance the learning experience. Here are a few most used technology tools in education.

- ➢ Electronic Whiteboards
- ➢ Flipped Learning
- ➢ Desktops and Laptops
- ➢ Projectors
- ➢ Distance Learning
- ➢ Virtual Field Trips

As educators, our aim is to get students energized and engaged in the hands-on learning process, and video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material. Using sight and sound, video is the perfect medium for students who are auditory or visual learners. With the added use of subtitles each child then has the choice to watch, listen to, or read each presentation.

Video stimulates and engages students creating interest and maintaining that interest for longer periods of time, and it provides an innovative and effective means for educators to address and deliver the required curriculum content. It is important to note that the goal of the research team was not to try to teach teachers how to analyze video. It was instead to enable the teachers to engage in conversations about the students' mathematical development and aspects of the teacher's practice that would be supportive of such development. In this process, the research team conceptualized the video cases as records of practice that could help teachers ground their conversations and focus on the practice of teaching where students' thinking is the basis of instructional decision making. There are an endless number of ways to exploit video in order to create motivating, memorable and inclusive learning experiences. However, watching a video can also be a passive experience and so teaching methods must be used which instead turn it into a springboard for student action and interaction.

Our aim is to get students energized and engaged in the hands-on learning process, and video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material. Using sight and sound, video is the perfect medium for students who are auditory or visual learners. With the added use of subtitles each child then has the choice to watch, listen to, or read each presentation. Video stimulates and engages students creating interest and maintaining that interest for longer periods of time, and it provides an innovative and effective means for educators to address and deliver the required curriculum content

Before deciding to use video for teaching purposes, it is vital to watch all the material to be shown to students beforehand, just in case there is any unnecessary or unsuitable content. It may also be helpful to look through lesson plans from other institutions for ideas on how video has been used effectively to illustrate specific topics. If a video has been chosen to demonstrate a specific topic, does it do so effectively? A lesson plan that involves video material might be thought of in terms of three distinct phases:

1. Pre-viewing. Before viewing it is important to prepare students for what they are about to see and to introduce the broad topic. Any parts of the video that you believe will challenge students can be outlined at this time. Pre- viewing exercises such as brainstorms may help to focus attention and increase the speaking skill.

2. Viewing. Continuous interruptions during viewing risk breaking concentration and should be avoided. However, students can be given simple tasks to carry out while watching a video which will help them to engage with the video's content. A balance has to be found which doesn't ask too much of students, but does help to keep them active. Predefined pause points may also act to engage students by eliciting opinions during the viewing process.

3. Post-viewing. Many different types of activity might follow on from watching a video. Maybe discussing process helps to students exchanging an opinions and own experiences or students could   role-play further scenarios.

One of the greatest strengths of television and video is the ability to communicate with viewers on an emotional, as well as a cognitive, level. Because of this ability to reach viewers' emotions, video can have a strong positive effect on both motivation and affective learning. Not only are these important learning components on their own, but they can also play an important role in creating the conditions through which greater cognitive learning can take place. Memory is, in turn, strongly influenced by emotion, with the result that educational video has a powerful ability to relay experience and influence cognitive learning . Denning summarizes the benefits of video to a range of special student populations: Videos may help to promote learning in students with high visual orientation in their learning styles.

To sum up nowadays youth is very intelligent, their abilities are growing very fast. That is why our capable teachers should and must teach them by using innovative technologies. Teachers should have their own styles. They must use all teaching possibilities such as activities,

exercises, slides, videos, TV and radios and other modern technologies. Teachers should make a habit of searching before they begin each new unit. They can find photographs, sound clips, video clips, and more that can bring their lessons life.

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