The Role of Electronic Resources in English Language Teaching

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Abstract:

This article dedicated to the problem of electronic resources and their role in teaching English language. Also article contains some basic factors and benefits of using E-Resources by learners and teachers.

Keywords: Electronic resources, computer program, electronic book, information, technology, visual aids, foreign language, extracurricular work.

Introduction

Modern tendencies in teaching foreign languages are connected both with the radical changing of methodological paradigm and with the technical and technological update of teaching process, that is expressed in the intensive introducing new facilities of teaching in particular computer programs. With development of computer technologies new ways and possibilities of getting knowledge were opened. The last achievements in the sphere of high-tech open wide possibilities for further perfection of educational process and for providing it with new-quality basis. Lately, the question of new information technologies application for teaching foreign languages at higher educational establishments is touched upon more frequently. They are not only new hardware but also new teaching forms and methods, approach to the teaching process. That is why using information systems and technologies in the process of teaching foreign languages at all educational establishments of Uzbekistan is actual at the modern stage of development.

An electronic resource is any information source that the library provides access to in an electronic format.

Materials and Methods

"A Picture is worth a thousand words" is a well known saying in the field of pedagogy. Now-a-days, with the advent of student centered education in learning by doing method modern technology is of much use. English plays a major role in all aspects through out the world. As a result of which, people have realized the importance and the need to improve the language skills. Now there are many equipment and gadgets in use for learning / teaching English language. Various methods of using technology in language classrooms will enhance the students to learn very effectively. Technology helps to improve the student- teacher relationship also. The students are familiar with the technology and often the students guide their teachers to use the gadgets. The teacher has become a mentor and a guide. If it could be so, imagine what wonderful experience vidoes could give. Searching useful authentic, lively supplemental language learning material for ESL students can sometimes be difficult and laborious. Video clips offer interesting, stimulating, unique possibilities. The video clips discussed in my presentation are taken from, www.ted.com, and some paper cuttings from The Hindu. They, in their original form, can be truly wonderful resources not only for learning language but also, other skills such as presentation skills, body language, note making / note taking and listening skills etc. especially for students of professional institutions/higher levels.

E-Resources include lots of things: full-text journals, newspapers, company information, e-books, dictionaries, encyclopedias, economic data, digital images, industry profiles, market research, career information, etc. [3]

Discussions and Results

Computers and related electronic resources have come to play a central role in education. Whatever your feelings about what some have called the digital revolution, you must accept that many, perhaps most, of your students are fully immersed in it. At the very simplest level, you will rarely receive a paper or other assignment from a student that has not been written with the help of a computer. Most of your students will have considerable experience with the Internet and will, whether you like it or not, make use of it for much of their academic work. Many of them will be accustomed to using e-mail as a normal form of communication. But it is not just students who find electronic resources valuable. Teachers can benefit from these resources as well, by employing a series of useful tools. We stress the word "useful" because electronic resources complement, but seldom replace, more conventional teaching techniques. Electronic tools can make classes more efficient; lectures more compelling, informative, and varied; reading assignments more extensive, interesting, and accessible; discussions more free ranging and challenging; and students' papers more original and well researched. Only you, however, can judge if these techniques advance your own teaching goals.

Modern computer technologies are widely used in teaching almost all courses. The use of information technologies at English lessons is a necessary condition for developing interest to the language and computer technologies due to the expansion of computers and information science application. They are *cameras, audio equipment, computer technology, video equipment, overhead projection devices, scanners, printers, CD equipment, multimedia computer, Internet (social networks, especially Telegram messenger), multimedia textbook -* almost any device that can access, present, manipulate and communicate words, sounds and images to enable us to create meaning. [2]. It makes possible the perfection of mechanisms of the system of education management, and also creation of the methodical systems of teaching oriented to the development of intellectual potential of students. Active work is conducted to elaborate and introduce computer tests on the studied foreign languages (in our case it is English).

There are two kinds of reasons for using computer technology in English. [4] First there are benefits to teachers and students from including computer technology in any learning area. For students this technology can be very motivational, it can help them to produce excellent published work and also can be the source of a significant amount of reading material. For teachers this technology can allow for the easy production, storage and retrieval of prepared materials such as certificates and work required sheets, can free up communication with other teachers. Informational technologies help teachers to find information easily, assisting good teaching but not replace it.

Secondly, there are the challenges and opportunities presented by computer technology that make it an increasingly important part of English in particular.

Analyzing questions about the use of electronic resources and information technologies in teaching English, it is possible to select some aspects of using computer technologies:

1. Using prepared multimedia products andcomputer teaching systems. This direction is most widespread in the sphere of teaching English with the help of using information technologies. The computer programs for studying English are based on the use of the prepared multimedia educational courses that offer exercises for fixing of studied phonetic, grammatical and lexical materials. It helps us to avoid the routine administration of courses (advertising a class, providing

copies of the syllabus, assigning discussion sections, and getting out course news) can be more efficiently handled with a course home page, electronic discussion groups, and e-mail lists. These tools can also dramatically improve the continuity and the community aspects of courses, helping students to engage with and learn from each other and even from people outside the course.

2. Creation of own multimedia presentations. In the process of teaching English there is a problem connected with rather difficult and sometimes impossible selection and application of necessary visual aids at seminars or lectures. For solution of these problems such a computer program is used as Microsoft PowerPoint supplied in the package of software of Microsoft Office. A computer with presentation software can provide a single tool for augmenting lectures with outlines, slides, statistical charts and tables, images, music, and even video clips. In addition to printing them as handouts, you can save in-class presentations in a web-compatible format for later review and discussion.

3. The use of information technologies inextracurricular work. Foremost, it implies the development of different projects, reports, lectures, using different methods and games, editing institute newspaper in English. During such work students use different informational resources: electronic encyclopedias, multimedia-programs, searching systems of the Internet [1, p. 14]. Rather than performing assignments and taking exams from the teacher alone, students can perform more independent exercises in publishing, exhibit building, or assembling and presenting teaching units and other materials for their peers. A web archive of several terms' work can make the course itself an ongoing and collaborative intellectual construction.

4. Using Internet and e-mail. The Web and CD-ROMs provide a wider variety of secondary and primary sources (including visual and audio sources) than has previously been available. With your guidance, your students can now gain access to materials that were once accessible only to experts because they were too cumbersome to reproduce for classroom use or too expensive for students to purchase. By taking their own paths through these sources, students can bring their own evidence and arguments into lectures and discussion sections, as well as write on a wider range of research topics. Electronic discussion tools such as e-mail, conferencing software, and on-line chat services can seed discussion questions before the class meets, draw out your shy students, and follow up on discussions or questions on the reading between classes. For courses without face-to-face discussion sections, these tools can bring the course to life over great distances and help overcome scheduling difficulties.

The following ways can help the teachers/students to teach effectively and to learn easily.

1. Using Digital Presentations: Students can demonstrate their learning by using digital presentations. They can create a website or use a hypermedia tool, such as hyper studio, to create best possible presentation. It is also important to teach them the importance of gaining permission to use copy right material, such as images and music etc.

2. Power Point Presentations: A Power Point Presentation provides interest in students to enhance instruction in the language classroom. To make this type of presentation very effective, the following tips should be followed. Update daily objectives in a power point presentation and begin each class session by sharing the daily objectives, especially in language labs. Create power point presentation for essential notes and provide students the slides using the "hand out" option. This will prevent students from focusing on simply copying the notes from the board or overhead projector. Rather, they will listen to the teacher's comments and make meaningful notes in the spaces provided. Encourage students to use PPTs when they are requied to present in the class. The design options encourage self expression and creativity. Instruct the students to limit the amount of information on each slide to one or two important points.

3. Television and D.V.D player: Simple devices such as T.V. with cable connection for channels like BBC, CNN, National Geogrphy, D.V.D player, Amplifier with Cordless Mikes etc., provide an ambiance and interest to the students for language learning. Even a student with less confidence level and low tone, when provided with sound system gadgets is encouraged and tries to improve his/her level of performance. Students may be encouraged to down load famous speeches and other audio files on current issues instead of music/songs in their i-pods, so that they could access to language exposure.

4. Handy Camera / Smartfhones: These modern gadgets help students to enhance their personality development as well as communication skills. When the students perform classroom seminars, Group Discussions or some other presentations, one of the students can shoot the presenter through a handy camera or cell phones. After the completion of the presentation, the same is displayed through a T.V. and the teacher can ask the remaining students to watch the presentation once again and comment. Teacher can point out the errors of the speaker in general, but in particular, the teacher should call the presenter personally be advised to correct the errors committed. During the practice session even the cell phones can be used to analyze the performance of the presenter in privacy or among the peers.

5. Connect to Books Online: In the earlier days only a limited number of books/number of copies were available in the college libraries. Technology now provides access to thousands of books online. Teachers are of course limited when compared to the students' ability to access a computer. The Online book page offers more than 20,000 titles in its free Digital Library. Many of our University Libraries and accredited institutions have paid membership which enables them to access even copyright material and journals either national or international online. For example, by joining in **the AICTE Consortium, the institution can avail facilities such as IEEE Online Journals, Del-Net Offline Journal, ACM (Associating Computing Machinery) International Online Journals** etc.

➢ More over, some of the websites mentioned below are easily and freely available.

➢ ISO hunt.com (In this website we can view pictures, videos, books, softwares and games)

➢ Torrent portal.com (It is in PDF format, most of the English books are available)

➢ Torrent.com (Software can be down loaded it is a p2p) (peer to peer network).

➢ e-books dictionary.com

➢ Gutenberg.org (a project to collect old books which are available without copyrights).

Conclusion

Experience shows that electronic teaching techniques that were mentioned have found useful. All of these techniques demand an investment of time if they are to succeed, and your willingness to use them should be balanced carefully against other, perhaps more important, teaching priorities. The use of computers for English lessons at all educational establishments of Uzbekistan considerably promotes intensity of educational process. During the computer teaching much more amount of material is mastered than it was while using traditional methods of teaching. It is necessary to notice that introduction of information technologies in the educational process does not eliminate the use of traditional methods of teaching, and harmoniously combines them at all stages of teaching: acquaintance, training, application, control [1, p. 15].

Thus, analyzing the peculiarities of the introduction of the electronic resources and computer technologies process at educational establishments of Uzbekistan, it is possible to make a

conclusion that the use of information technologies allows not only to promote teaching efficiency but also to stimulate students to the further independent learning of English.

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