Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ. ФИЛОЛОГИЯ сериясы -
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The Use of Innovative Technologies in Foreign Language Teaching

Abstract. Online or distance language teaching is not a new way of teaching today. It can be a good solution for the current problem of teaching staff shortage in remote areas. This way of teaching requires implementation of state-of-the-art technologies. This article presents results of a small-scale survey (n=378) among teachers English as a foreign language (TEFL). The authors investigate the fact whether teachers of foreign languages (English) actively use technologies and technological devices at their lessons nowadays. Data were collected both by means of a 32-question questionnaire held online and handed personally. The survey was conducted exclusively in English.

Keywords: online language teaching, computer assisted language learning (CALL), mobile assisted language learning (MALL)

Introduction. Every year in our country we have thousands of teacher graduates of foreign language departments. Not all of them have a passion and a strong desire to go and teach in villages and remote areas. As a result of it, many schools have been closed in villages, and as a result of it, students are sent to nearby villages and have to live far from their families in specially organized boarding schools. A good solution for this problem is online or distance education. It is not a new way of both learning and teaching today. It is convenient, rather cheap and it is a good alternative to traditional way of teaching. The problems which may arise in the process of implementing it are the lack of readiness of teachers themselves to teach online and the level of the qualified skills needed for online language teaching. If we have qualified teachers to teach online, the school may need to have an instructor or a coordinator who controls the proper work of equipment used by students, and a teacher who may be in any part of the world but who need to have an access to the Internet. The solution is in the use and introduction of online language teaching by implementing the Internet technologies, computer assisted language learning (CALL), mobile assisted language learning (MALL) and also application of many other advanced technologies and knowledge into practice.

Research questions and methods The process of online language teaching is both a combination of good and profound theoretical and practical knowledge of foreign language teachers of the subject itself and a good implementation of technologies and proficient software skills possessed by teachers.

The main questions this survey sought to address are:
-Do teachers of schools in the villages and teachers of colleges and universities in cities equally implement technologies at their lessons?
-How often do teachers use technologies at the lessons?
-Which devices do teachers mostly use at the classes?
-What do teachers use the Internet for?

This research aims to create a realistic picture of teachers' implementation of technologies at classes and also to give some outcomes based on the results of the survey.

Methods This survey is developed based on the Master thesis on the preparedness and readiness of foreign languages teachers to teach online but tailored to the specific features of implementation of technologies at the classes by teachers as it plays a vital and contributing part

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in online language teaching. The survey consists of 32 items, which are multiple-choice questions (Appendix). The survey also contains questions on online language teaching. This article analyzes only the questions and the results related to technologies and their implementation at the classes by the English language teachers. The questionnaire was created online with the help of application Survio on the website www.survio.com. The survey was able only in English. The survey was conducted both online and personally handed to teacher respondents. The respondents were mostly teachers who were registered on Facebook and being the active participants of the group "Professional Development of English Teachers", while others who were asked personally, they were teachers from different schools, colleges and universities. Some teacher respondents from villages got our questionnaire by email. A link to this survey asking potential participants to take part was sent as a message in Facebook. No incentive was offered for taking part in the research. Nothing was asked from the participants of the survey for in exchange, other than being able to see a summary of the main results. The survey was open for one month in August 2018 and a total of 378 unique valid responses were collected. As none of the questions of the survey were compulsory, not all questions received the same number of responses.

The results were first analyzed using the online survey's own statistics tools.
Results The results of the survey are presented here in relation to research questions.
Do teachers of schools in the villages and teachers of colleges and universities in cities implement technologies at their lessons?

A profile of respondents is presented in Figure 1. In the first question of the survey, the respondents were asked to indicate their place of work. Most respondents (56%) were teaching at school and language courses (33%), and 8% of respondents were teaching at universities. The least group (3%) worked at colleges. Figure 2 represents areas of living of respondents. Most of respondents were city dwellers (64%), the second big slice was represented by village dwellers (31%) and there were 5% of people who lived in towns. (see Figure 1and Figure 2)
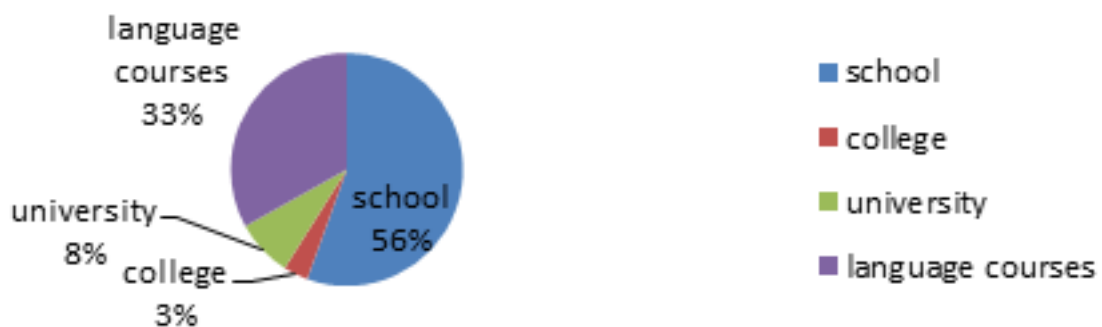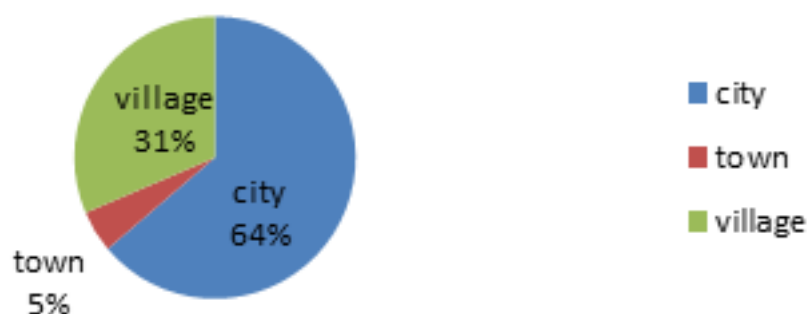

Figure 1

Figure 2 How long have you been using technologies at your classes?

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Figure 3 represents the years of teachers' use of technologies at the lessons. The biggest share was presented by teachers, who used technologies for up to 10 years (82 %), 15 % of participants used technologies for up to 5 years, and only 3% used technologies less than a month. (see Figure 3)
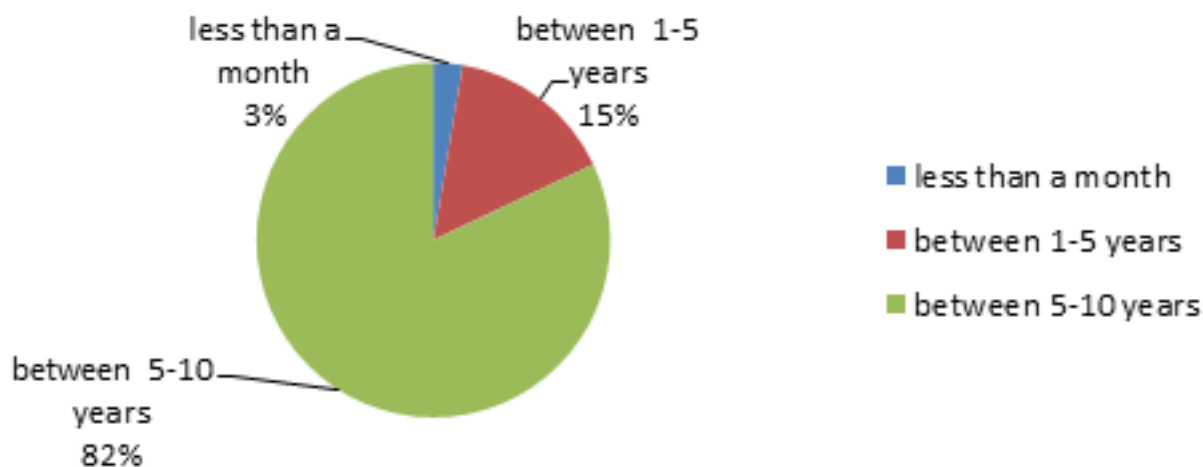

Figure 3. Which devices do teachers mostly use at the classes?

Figure 4 shows teachers' preferences of technological devices and tools.70% of teachers used an interactive board. Computer assisted classes comes second in popularity 25%, while 5 % of teachers may use smartphones. Tablets as a helpful tool for teaching had not been chosen (0%). (see Figure 4)
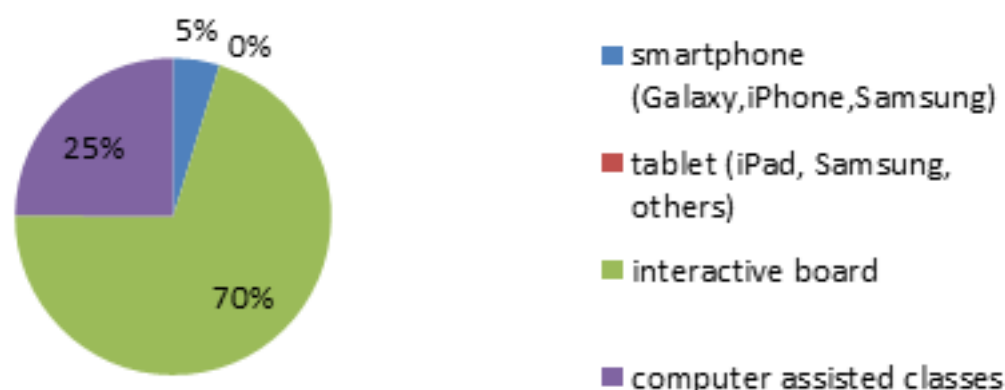

Figure 4. How often do teachers use technologies at the lessons?

305 teachers used technologies at every lesson, 53 respondents applied them once a week, while 20 teachers used them once a term. (see Figure 5)
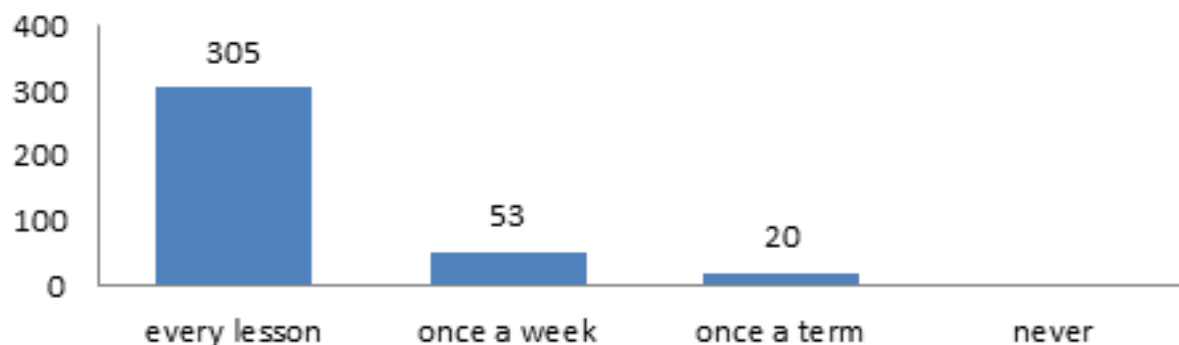

Figure 5. How do you use devices ay your lessons?

The respondents were also asked to select between two ways of implementing technologies, purposefully, mostly in planned lessons (263 teacher respondents) and informal use of technological devices and tools, when the opportunity or need arises (115 respondents). (see Figure 6)

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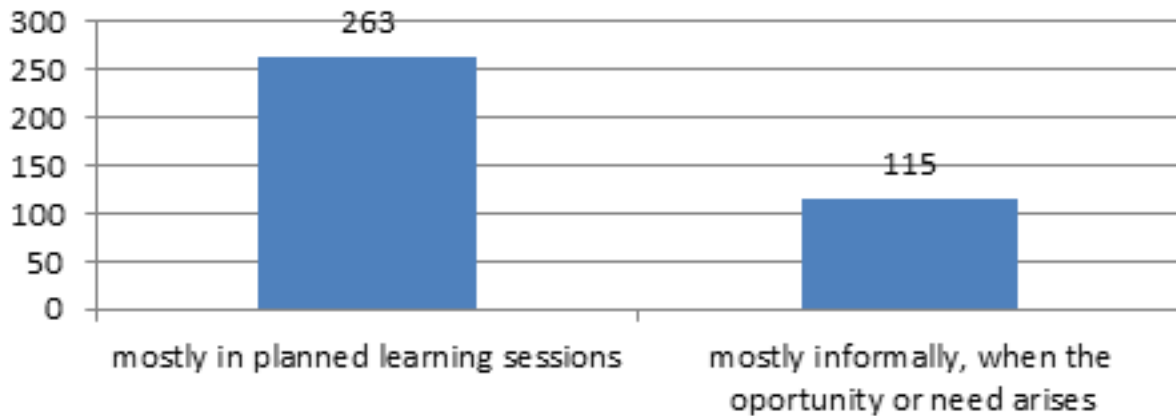
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Figure 6. What do teachers use the Internet for?

In the following question the teacher respondents were allowed to select several reasons of their Internet use. According to the data in Figure 7, the most popular, selected by 30% and 24 % of respondents were "to get tasks on speaking practice" and "to get visual materials for their lessons". These were followed by 17% and 14% of respondents who used the Internet to get exercises on pronunciation and to download listening podcasts. 4% and 3% of respondents used the Internet to get more translation tasks and to get grammar exercises. The least applied to the Internet were teachers who browsed it to get grammar explanations (1%) and to run online classes, there were also only 1% of respondents. None of the respondents selected the option to use the Internet for the organization of speaking classes with the native speakers (0%).
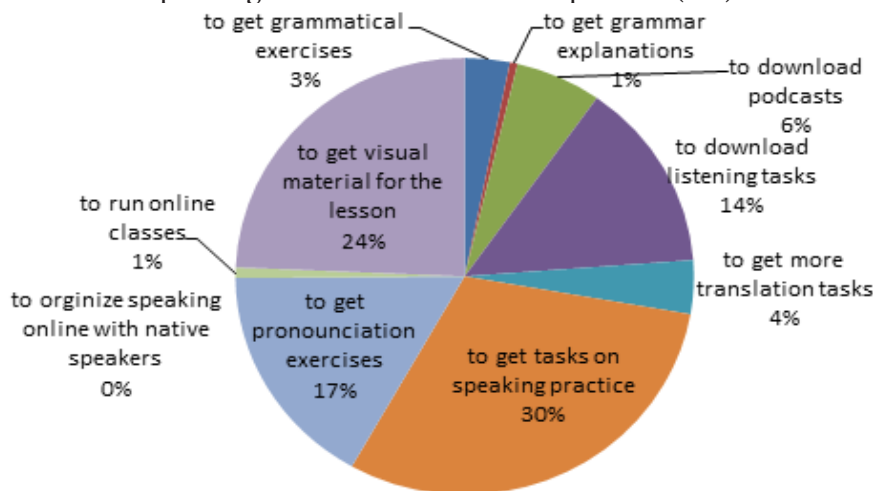

Figure 7

Discussion. The gathered results have provided a rich amount of data in response to the research questions. In this section, the results are discussed in relation to the previous thesis research and their contribution to the field of online language teaching.

The survey was intentionally distributed between the teachers of schools, colleges, universities and language courses in order to compare the data on implementation of technologies at all types of educational institutions and also to see the area of implementation, that is why the respondents were asked to select the area of their living (a city, a town and a village). The results suggest that a large number of respondents (82%) are teachers with more than 10 years of experience, and that is why ,we may assume, they are able to apply technologies mostly at every lesson (305 respondents). As there were more teachers who worked at school (56%), the most popular instrument was an interactive board (70%), while a tablet was not chosen by respondents

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at all. Computer assisted classes are also used for running classes (25%). The most striking and controversial results were about the way the respondents used the technologies. 263 teacher respondents applied technologies in accordance with their lesson plans, while mostly the same number of teachers (115) used them informally when the opportunity or need arises. It makes us suggest that not all lessons have been followed in accordance with the planned lesson, or moreover, not all teachers implemented technologies, even if implementation had been planned in their lesson plans.   Moreover, the results on teachers' use of the Internet revealed another poor state of online language teaching in our country. Only 1% of respondents used the Internet to run online classes and no one chose the Internet for running speaking classes with native speakers. We may assume mostly teachers use the Internet to download visual materials and get tasks on developing speaking skills.

Limitations. This research has a number of limitations. The first and the most important, it is the number of respondents. As it is a small scale survey, hardly could we suggest that the results can be totally reliable and reflects the true picture of the teachers' use of technologies at their classes. The data collected for this study is self-reported and therefore subject to the limitations that such research methods have. Moreover, no incentive was offered for participating in the research and it was clearly stated that the study was carried by a Master degree graduate, it is a possibility that some respondents may have been inclined to give positive responses and the anonymous nature of the data collection means that the true use of technologies cannot be controlled, correlated and compared with the true results.

Further research. Some of the limitations of this study represented above provide possible lines of inquiry for further research. For the better and clear picture of real use of technologies by teachers of foreign languages, it is necessary to conduct a large compulsory survey among the teachers of all institutions and areas of location by the Ministry of Education in order to see teachers' skills on work and implementation of technologies which are of high importance for those teachers who will teach foreign languages (English) online.

Conclusion. Before speaking about the online language teaching at schools in remote areas, certainly, we should look at the readiness and preparedness of teaching staff in our country to teach online foreign languages. It is clear that for online language teaching, a teacher should at first have not only the specially acquired skills for online language teaching, but basic skills and knowledge to apply and use technologies for teaching languages online. In this case it is better to draw our attention to an issue which covers the implementation of technologies at school. According to Fullan "implementation is a process of altering existing practice in order to achieve more effectively certain desired learning outcomes"[1, 2505]. Today most schools in our country are equipped with technological devices. We have flipped classes, smart classes, classes with the access to the Internet. However, in some cases we do not have enough qualified teaching staff to run classes using and applying technologies. Thus, hardly could we speak about the effective achievement of certain desired outcomes. Teachers with many years of experience have knowledge in methods of teaching foreign languages, but they may have problems with the introduction of technologies. Gross et al in 1971 was one of the first who started to speak about the implementation of innovations at schools. In his experiment he gave five reasons of the teachers' failure to implement the innovation six months after its announcement. They are "1) the teachers' lack of clarity about the innovation, 2) their lack of the skills needed for implementation, 3) the unavailability of required instructional materials, 4) the incompatibility of organizational arrangements, 5) lack of staff motivation" [2, 42]. Looking back at the failure of the teachers at Cambire Elementary school we should keep in mind these five reasons and succeed in our goal. It shows that support in the form of help with curriculum documents, instructional materials on provision of innovative technologies, and trainings on designing and delivering such kind of lessons with implementation of innovative technologies and even some trial online classes with the participation of teachers themselves as

students, should be provided by the Ministry of Education of our country. We need to change our traditional approach in preparing teachers of foreign languages if we want to get highly trained teachers who are well qualified and skilled in order to teach in online environment and to meet the requirements digital world dictates us today.

Appendix

1. Where do you work at?
A) School
B) College
C) University
D) Language courses

2. Where do you live?
A) a city
B) a town
C) a village

3. Which device do you mostly use at your lessons?
A) smartphone (Galaxy, iPhone, others)
B) tablet (iPad, Samsung, others)
C) interactive board
D) computer assisted class

4. How long have you been using technologies?
A) Less than a month
B) Between 1 or 5 years
C) Between 5-10 years

5.How often do you use devices at your lessons?
A) every lessons
B) once a week
C) once a term
D) never

6.How do you use devices?
A)Mostly in planned learning sessions?
B)Mostly informally, when the opportunity or need arises

7.What skills of students are practiced better when you use technological devices?
a) Listening skills
B) Reading skills
C) Writing skills
D) Speaking Skills

8. What for do you use the Internet more while preparing for the class?
A) to get grammar exercises
B) to get grammar explanations
C) to get listening tasks
D) to download podcasts
E) to get more translation tasks
F) to get tasks on speaking practice
G) to get pronunciation exercises
H) to organize speaking practice with native speakers
I) to organize online classes with professional teachers from abroad
J) others

9.Do you believe that using technological tools at the lessons will improve the skills of students?
A) Strongly believe

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B) Believe

C) Do not believe

E) Strongly disbelieve

F) Neither believe or disbelieve

10. What do you think have improved in your students thanks to technological tools?

A) Grammar

B) Vocabulary

C) Writing

D) Reading

E) Speaking

F) Listening

G) Pronunciation

H) Translation

I) none

11. Have you ever taught online?

A) Yes

B) No

C) I have tried once

12. If you have ever taught English online, are you satisfied with the quality of the lessons you ran

A) Yes

B) No

C) I do not know

13. If you have ever taught English online, would you like to run such kind of lessons in the future?

A) Yes

B) No

C) I am not sure

14. What style of teaching do you prefer?

A) face-to–face in the class (traditional)

B) online

15. Do you believe in the effect of digital games (DGB)

A) Yes

B) No

C) I do not know

16. Have you ever used video-conferencing at the lessons?

A) Yes

B) No

C) I tried once

17. Do you use podcasts at the lessons?

A) Yes

B) No

C) I tried once

18. Do you use talking books?

A) Yes

B) No

C) I tried once

19. Can you create a basic web page? (WYSIWYG)

A) Yes

B) No

20. How would you describe your level in online teaching?

A) novice
B) proficient
C) expert
21. What tools do you apply often:
A) Asynchronous (email, blogging, wikis)
B) Synchronous (video-conferencing, online interaction)
22. Do you think you have enough skills and qualification to teach online?
A) Yes, I have
B) No, I do not have
C) I do not know
23. Is online studying effective?
A) Yes
B) No
C) I do not know
24. Do you share your experience and problems with teachers from other parts of the world ?
A) Yes, I always practice it
B) No, I have never done
C) I do not practice, but I would like to try
D) I do not think it is effective
E) I have practiced several times
25. Have you ever invited the other teacher for your lesson via video-conferencing?
A) Yes, I always practice it
B) No, I have never done
C) I do not practice, but I would like to try
D) I do not think it is effective
E) I have practiced several times
26. Do you invite a native speaker for your lesson via video-conferencing?
A) Yes, I always practice it
B) No, I have never done
C) I do not practice but I would like to try
D) I do not think it is effective
E) I have practiced several times
27. Are your students allowed to use mobiles for studying at the lessons?
A) Yes, allowed but not always
B) Yes, allowed but not often
C) No, they are not allowed
D) It is prohibited in accordance with the rules of our school
28. Do your students use the Internet and mobiles when they prepare for home tasks?
A) Yes, always
B) Yes, but not often
C) No, they do not
D) Never
E) I do not know
 29. Do you have enough technical skills to use computer assisted classes and create e-books?
A) Yes, I have
B) No, I do not have
C) I do not know
30. Can computers replace teachers?
A) Yes

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B) No

C) I do not know

D) Never

E) Probably

31. Do you have a membership in some online groups for Teachers of English to Speakers of Other languages? (TESOL)

A) Yes

B) No

C) No, but I would like

D) No, I do not see any sense in it

31. Do you think you have enough skills and qualification to teach English online?

A) Yes

B) NO

C) I am not sure

32. Do you agree with the statement that those teachers who teach online need in special qualification in Technologies?

A) Yes, I agree

B) no, I do not agree

C) I do not know

Әдебиеттер тізімі

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Шет тілді оқытуда жаңа технологияларды пайдалану

Аңдатпа. Берілген мақала ағылшын тілін онлайн-оқыту туралы магистрлік диссертация негізінде жазылған. Бүгінгі оқыту жүйесінде онлайн немесе қашықтықтан оқыту жаңа әдіс ретінде саналмайды. Бұл шалғайдағы аудандарда оқытушылық кадрлардың жетіспеушілігінің проблемасын шешу үшін жақсы шешім болуы мүмкін. Бұл оқыту әдісі технологияларды енгізуді талап етеді. Бұл мақалада ағылшын тілін шет тілі ретінде үйрететін мұғалімдер арасында (n = 378) шағын зерттеулердің нәтижелері келтірілген және ол шет тілдерінің мұғалімдері (ағылшын тілі) өздерінің сабақтарында технологияларды және технологиялық құралдарды белсенді пайдалануды зерттейді.

Деректер онлайн-сауалнама арқылы жиналды және оған 32 сұрақ қойды. Сауалнама тек ағылшын тілінде жүргізілді.

Түйін сөздер: онлайн тілін оқыту, компьютермен жұмыс істейтін тіл үйрету, мобильді көмекші тіл үйрету

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Использование современных технологий в преподавании инностранного языка

Аннотация. Эта статья написана на основе текущей магистерской диссертации по онлайн-обучению иностранному языку. Обучение онлайн или дистанционное обучение не является новым способом обучения сегодня. Это может быть хорошим решением проблемы нехватки преподавателей в отдаленных районах. Этот способ обучения требует внедрения технологий. В этой статье представлены результаты небольшого опроса (n = 378) среди преподавателей, преподающих английский как второй язык (TEFL), и в нем исследуются, активно ли используют преподаватели иностранных языков (английский) технологии и технологические устройства на своих уроках. Данные были собраны как через онлайн-анкету, так и лично переданы с 32 вопросами. Опрос проводился только на английском языке.

Ключевые слова: онлайн-обучение языкам, обучение языку с помощью компьютера, обучение языку с помощью мобильных устройств

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