THE EFFECT OF TEACHING VOCABULARY THROUGH ICT ON EFL LEARNERS

Munavvar Bahodirovna Fayzullayeva*; Ismigul Baxtiyorovna Sattarova**; Manzura Adashevna Makhmudova***

*Faculty of the English Language I,
Department of the English history and Grammar,
Samarkand State Institute of Foreign languages,
Samarkand, UZBEKISTAN

**Faculty of the English language I,
Department of the English history and Grammar,
Samarkand State Institute of Foreign languages,
Samarkand, UZBEKISTAN

***Faculty of the English language I,
Department of the English history and Grammar,
Samarkand State Institute of Foreign languages,
Samarkand, UZBEKISTAN

ABSTRACT

This study examined the impacts of using ICT devices in education and for teaching and learning the English language. It is vital to mention that the article is devoted to highlight the effects of utilizing ICT tools to improve learners' vocabulary and their oral performance. The English language is one of the languages in the world which is rich with words, phrases and expressions. Most of language learners have difficulty to learn new words and to remember them for long time, for this reason the researcher gave some examples to enrich students' vocabulary by the help of ICT tools.

KEYWORDS: *Computer Assisted Language Learning (CALL), Direct Method, Grammar Translation Method, Audio Lingua Method Or Audiolingualism, ICT (Information And Communication Technology) Applications, Web Based Learning, Non - Web Based Learning*

INTRODUCTION

As it is fact that the English language is considered to have the most enormous vocabulary in the world and knowing vocabulary of any languages is vital part of learning second or foreign languages. Vocabulary learning is emphasized by most computer assisted language learning (CALL). Many vocabulary exercises, such as gap filling, matching, crosswords, chain words, text-reconstruction, vocabulary games are considered as exercises of CALL application.

One of the celebrated linguists David Wilkins claimed that: "without grammar little can be conveyed, without vocabulary nothing can be conveyed'. Therefore, vocabulary is one of the most essential parts of teaching and learning any language. People need words in order to express their opinions, feelings and ideas in any language. Vocabulary is considered as a main and vital tool for learners to use English fluently and effectively. It is fact that, words, phrases and sentences are necessary while communicating with a native English speaker, while writing a letter to somebody, while listening one's conversation or speech or listening your favourite English songs and while reading foreign books, or just a text in English. It goes without saying that most students find out difficult to speak English fluently and accurately. They are always dissatisfied with their speaking and writing in English as they keep on using the same words, expressions and phrases very often while writing or speaking. The lack of vocabulary is the main reason for such communication. Some of them stated that they forget the words instantly after sometimes, and it is also the cause of lack vocabulary. However more students can easily learn new words and memorize them well.

Some centuries ago there were such approaches as Direct Method, Grammar translation Method and Audio lingua Method or Audiolingualism, and teaching grammatical structures were important part in three of them. In that period the main accent was on the grammar, few words were used and only grammar rules were taught. But in the beginning of the 1970s, in teaching English was observed a great change as Communicative approach was used. In that method vital part was teaching and learning vocabulary. During the courses number of new words were introduced and utilized while communication and learners used in order to express their thoughts.

It is visible that the role of a teacher is essential in enriching students' vocabulary. ICT is one of the main tools for implementing this task. As there is main barrier in learning and remembering new words is memory problem. It is known that any new topic begins with large or small amount of vocabulary which students have to learn by heart in order to understand and realize the theme or context. Most teachers know that it is somehow impossible to learn all new words of the topic and remember them for a long time. It is obvious that students learn the words mechanically as a parrot and do some tasks and exercises and after sometimes they easily forget them. If a teacher wants to check up the new words, most of students cannot remember at all. In order not to forget vocabulary of each lesson, a teacher should have appropriate, modern and interesting method with the help of ICT applications for satisfying the new generation of our century.

In order to draw students' attention to the lesson a teacher should be creator and skillful in using modern technologies. As it has been mention that "ICTs are important for our young generation as the breath". For this reason it is possible to hold vocabulary lessons in a computer class with the internet access. A teacher can easily download important materials, handouts and activities for students beforehand and learners may do the tasks with great interest. In addition, they may

do online some vocabulary activities such as, gap filling, matching, finding synonyms and antonyms of the given words and others on the computers, in few minutes they may get feedback and they may know their scores about their tests in the same time. These kinds of lessons will be motivational and interesting, while using IC devices students enjoy and satisfied with their doings.

Pronunciation is one of the basic components of the language which always goes with vocabulary. I would like to call them as brothers in any language. In order to pronounce the word correctly language learners should know the transcription and pronunciation of the word. According to linguist Dr. Raval, there are two types of ICT applications: they are Non web based learning and Web based learning [23,26]. Non web based learning includes itself radio and television, films, overhead projectors and language lab. Therefore language lab is one of the modern and useful technological teaching aids for learners to improve their vocabulary and pronunciation. Language lab has multi functions as students can listen to the tracks, audios and understand the different accent used and are able to speak and even they may record their voices. The learners' pronunciation level could be improved day by day by listening the materials and be enriched their English proficiency. It is worthy stating that language laboratory can make friendly atmosphere than a traditional classroom.

Language learners find out some difficulties of English vocabulary. There are some words which are easier to learn and to use them in their speech while other words' pronunciations and spellings are more difficult to pronounce or to write. They are called as "false friends" in a language. "False friends" are words which have identical forms with Romanian words but they have different meanings. For example, while writing the words "admissible" or "accessible", most of students write them as "admissibil" or "accessibil". In order not to make a mistake with "false friends" learners should have enough experience. There are words as "do" and "make". It is true that they may have the same meaning, but they are utilized differently, with different expressions. Learners may have hesitation or confusion to use these words in expressions as "do homework", "make a decision" and so on. That's why teaching vocabulary is very significant to the students. There may be faced some problems with teaching vocabulary. Teachers sometimes have problems while teaching new words as they don't know how to select the words to teach and how to teach them, what vocabulary should be taught and for what level. It is easier to teach more concrete words rather than abstract words to language learners. As there are such words "book", "pen", "flower" which are stood in front of students. There are some words as "kind", "polite", "honest", "love" which are not represented in front of them or in the classroom and they are very difficult to explain them. Therefore in order to explain such abstract words for students teachers should utilize ICT applications such as with Power Point presentations, videos which express attitudes and relations among people.

There is another problem of vocabulary teaching as many words have more than one meaning, however they have one form of writing. For instance, the word "can" refers in one dictionary as "modal auxiliary verb, to know how to, to be able to, to be possible", but in another dictionary it reflects as "a container used to carry and dispense water for plants". So we will have to say that "can" sometimes refers as a tin-plate canister for preserved foods and in the USA it has another meaning as "toilet" or "bathroom" as well as "buttocks". When we run across a word, we try to translate and understand its meanings, as there are number of meanings of a word so that we

should realize the current meaning from the given context. Some years ago, students were used to present with reading texts, text books with pictures in order to learn new words, but nowadays thanks for ICT applications it is very easy, interesting and more suitable way to show vocabulary of the topic to students. The result of ICT and computer devices' development teaching and learning vocabulary and activities become more different and fun. According to Dudenney, Chapelle, Young and Melor Md Yunus, "the use of technology as a tool to develop the different language skills has received great attention, so that, teachers are frequently exposed to new materials" [24,11].

ICT devices are considered as main tools and helpers of teachers in education, they can provide many solutions for teachers. Teachers know that when new topics are presented students should learn all new words of the given texts. But it is not easy to learn all words for a long time, in order to remember necessary vocabulary, students should be encouraged by the help of ICTS and teachers should have some new techniques and approaches to interact and satisfy the learners who are living in the era of modern and new information and computer technologies. ICT tools are very vital applications to enhance teaching and learning vocabulary, not only for the language learners but also for teachers. For tutors ICTs are professional and new aids and resources to explore number of methods and different ways of teaching vocabulary, for students they can provide with any facilities and opportunities to improve their vocabulary by doing a lot of activities and tasks. Using ICTs is somehow complicated in a class, therefore teachers should be skillful and have specific ability to teach vocabulary with the interaction of ICT tools. Teaching vocabulary is not just presenting only new words, but also to teach students how to utilize new phrases and expressions in their every day speeches. Language learners are introduced amount of new vocabulary in the course of a week. Some of students can use the words, but others cannot to utilize them, they do not know how and when the words should be used. In order to solve these kinds of problems teachers should use computer technologies such as overhead projectors (OHP), Power point presentations (PPT), DVDs, video materials as most of students are visual type of learners, so that visualizations should be used with authentic examples and the new words should be used on them.

According to a scientist Hulstijn, there are two methods of learning vocabulary, as implicit learning paradigm and explicit learning paradigm [25,2]. Words can be improved by the repetition many times and with reading given contexts in implicit learning paradigm. It is also called as the process of acquiring vocabulary and grammar through communicative activities as listening and reading. In explicit learning paradigm contexts are important source for introducing new vocabulary. There are two categories in the approach of explicit learning paradigm. They are known as explicit instruction and strategy instruction. Teachers use different direct memorization techniques in order to teach vocabulary to students. As it is pity that we can come across with low level learners, teachers should give more attention to them to posses enough vocabulary for reading fluently and extensively. It goes without saying high level learners and low level learners should be taught vocabulary in different ways. As for high level students teachers can easily use direct teaching method, for example, by utilizing word cards, peer teaching or pair working, teacher' explanations are enough for the students to obtain knowledge. However, the students who are low level they should be taught in different way, through videos, animations and music. In this case ICT tools are significant aids for teachers and learners. In order to draw learners' attentions, teachers use interesting materials on the computer

technologies while presenting a new word rather than using fixed materials and presentations from the books or dictionaries. Computers can combine texts with pictures, graphics and visuals with listening materials and movies. Low level learners will find out them interesting and challenging. By the help of watching videos or movies with subtitles they can easily learn new words in a fun way. The given vocabularies are shown in the real situations, they will remember all new words for long time. ICTs are considered as variety and creativity tools in students' life to present new words.

Methodology.

The participators of the small investigation are twenty eight of second year students at the Institute of Samarkand state of foreign languages. This study was conducted with two different groups, one of their first foreign language (FFL) is Spain, and another FFL is Italian, however their second foreign language (SFL) is English. The investigation was aimed at to teach vocabulary in two different ways as with the help of ICT tools and in a traditional method.

Three materials for the research were chosen, they were word lists, vocabulary and ICT devices. Word lists were prepared from the book "504 absolutely essential words" sixth edition by Murray Bromberg, Julius Liebb, and Arthur Traiger. The book was published in the USA. Each word list contained 12 words and they were taught by two groups' students in a week. The experimental group taught the new word with the help of ICT, and the control group used traditional way of vocabulary learning.

After learning new vocabularies they were examined. Each of the test consisted of 40 questions and tests on vocabulary items. They had only 30 minutes in order to fulfill the task, for each question were given 1 point. The items were pre-testing, post-testing, multiple-choice and gap filling.

The results of the experimental group were 9 from pre-test (90%), for post-test they got 10 (100%), for multiple-choice they obtained 9 (90%), and for the last activity 8 was their scores (80%).

The controlled group who used traditional method achieved for pre-test activity was 7 (70%), from second test they got 8 (80%), for multiple-choice they obtained 6 (60%) and 40% of activity was done by the controlled group. The results were given in the following diagram:
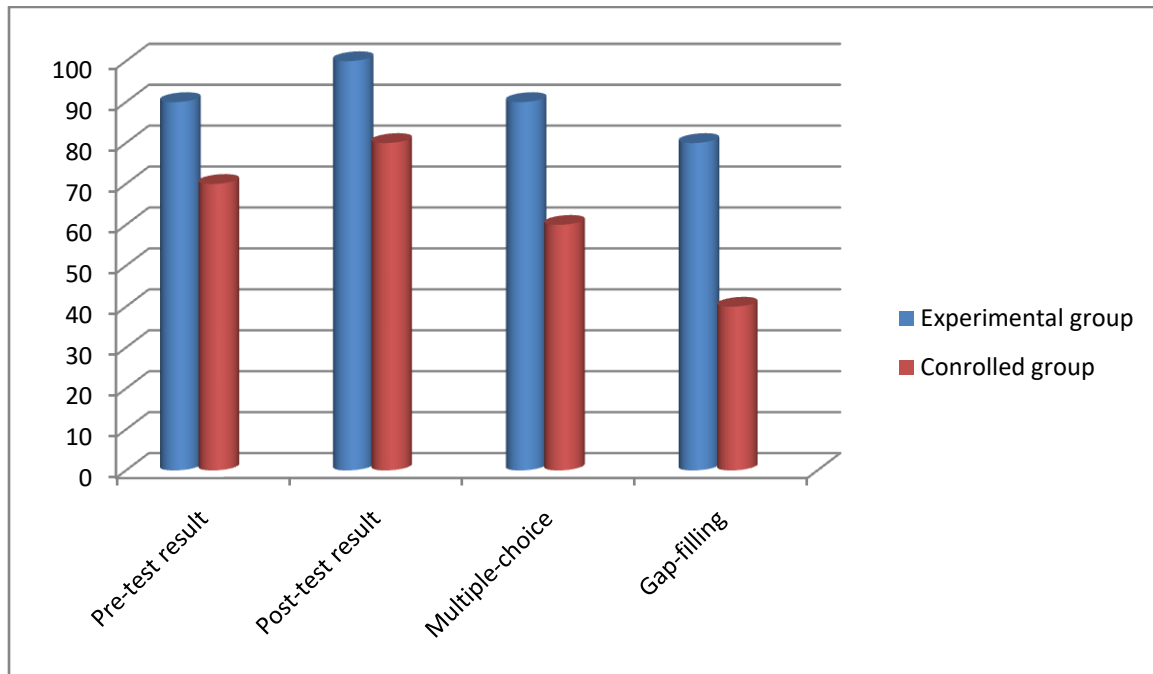
Diagram1. The results of both groups in learning new vocabularies.

A teacher used some ICT applications such as OHP (overhead projector), IWB (interactive whiteboard), TV set, a computer with the internet, CD rooms in order to show new words with real examples. Teaching with IC tools was very fruitful and fun for both a teacher and learners and the results were visible from the diagram. The experimental group was satisfied with the teaching way and their results as well.

So, it means that teachers of the English language should utilize from the modern and new educational tools as ICTs, the lessons will not be boring and can draw the attentions of all students even the low levels.

REFERENCES

1. Dr. Raval, M. R. "Use of ICT in English Language Teaching". International Journal of Research in all Subjects in multi Languages. – P: 21-24. 2014.

2. Dudenney, Chapelle, Young and Melor Md Yunus. "ICT in ELT: how did we get here and where are we going?. ELT Journal, 66 (4), 533-542.

3. Hulstijn. "Approaches of learning vocabulary".:-P. 349. 2003

4. Brown. H. D. "Language Assessment Principles and Classroom Practices. Pearson Education: Longman". 2004.

5. Dudney Gavin &HocklyNicky.How to Teach English with Technology. England Pearson Educational Limited, 2007.

6. Kuo, L. L. "The effects of Youtube listening/viewing activities on Taiwanese EFL learners' listening comprehension". Doctoral dissertation, La Sierra University, the USA. Retrieved January 4, 2014