
TECHNOLOGY OF USING E-LEARNING RESOURCES IN TEACHING ENGLISH

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ABSTRACT

The development of computer and information technology offers a favorable external environment for English teaching. There are more than 300 million learners of English in China. Information technology furnishes them with abundant teaching materials of English, which also provides an opportunity for teachers to change their pedagogical strategies so as to improve the efficiency of teaching and learning. This paper discusses the application and advantages of e-learning in English teaching, and analyses how to change the pedagogical strategies for teachers to improve teaching efficiency and enable students to master English as a second language quickly and effectively.

Key words: *language, internet, useless, effective, study*

People have been trying to learn foreign languages in the past 150 years and most of them learnt English. Countless people mastered English very well. Among them were architects, academics, politicians and diplomats. The main tools these people used were books, magazines and other paper materials. The luckiest students were those who sat in a classroom listening to foreign teachers in schools. About 30 years ago, tape recorders became popular in the world began using cassette tape recorders when learning English. In recent years, computer and Internet are widely used. Accordingly, teachers should adjust their pedagogical strategies to improve teaching efficiency. But, unfortunately, the majority of teachers have not realized such necessity of change that the current information technology has brought us, let alone to explore how to use information technology to change the status quo of low efficiency that the people have been learning English over the past three decades. This paper is to explore the application and advantages of elearning in English teaching, analyses appropriate pedagogical strategies so as to improve students' learning efficiency, so that more students can master English as a second language.

The Advantages of E-learning in English Teaching

The Abundant Teaching Resources Internet provides us with a tremendous wealth of teaching resources. We can easily find the text information, pictures and audio data on almost any topic we like. Powerful tools, such as Google, Baidu and other search engines, can find a huge amount of information in any subject for us. It is very convenient and most of these information can be obtained free of charge. Part of the content has been turned into multimedia courseware. Learning becomes very convenient and interesting.

Easy Access to Information We couldn't get our textbooks until the bookstores began to sell. Nowadays, we can immediately get from the Internet the teaching resources we need at low cost. It is unimaginable in the traditional agricultural society and industrial society. When we hear the news of a person or event, we can find the relative information from the Internet. We can use the information as the teaching materials by appropriate pedagogical strategies. For example: Amy L. Chua, Professor of Law at Yale Law School, published her new work " Battle Hymn of the Tiger Mother " which caused lively discussion on children's education both in China and the USA. If students are interested in this topic, they can immediately find the relevant information for learning and discussion. A large number of high school and college students have cell phones now. Texts, images, sounds can be stored in their mobile phones. Students can read English articles and hear the voice. Such easy access to information creates a small environment for them to learn English. E-learning makes students

learn English anywhere, anytime. 2.3. The Effect of Direct Interest In psychology, the so-called "direct interest", is that caused by the needs of discovering the thing itself. Playing the role of direct interest in learning English is very important because it makes learning interesting and results in better performance owing to high degree of concentration. For instance, Shanghai students, participating in the Program for International Student Assessment, which is given to 15-year-olds in about 64 countries, for the first time, landed at the top of the math, reading and science rankings. This result was echoed with unspeakable astonishment in the USA, but it is not big news in China. On the contrary, some people think this is not good news for students because they are too tired in schools. If students want to know why American educators were shocked, they can find the covering article from the Internet "How topped PISA rankings -- and why it's not big news"(By Valerie Strauss) [1]. Arranged by their teacher, students can read it, translate it, discuss it and practice writing on this topic. 2.4. Teaching Students in Accordance with Their Aptitude Reading has always been personal thing. Everyone's level of learning, interest and comprehension are different, e-learning suits with student's ability. E-learning assures that students can expand their individual horizons. 3. The Corresponding Changes of Pedagogical Strategies in English Teaching The so-called pedagogical strategies are those effective teaching programs, based on the teaching tasks and the characteristics of the students, choosing the relevant teaching content, teaching methods and techniques. When e-learning is applied to English teaching, the pedagogical strategies will be fundamentally changed. In the past 30 years, English teaching has been dominated by teacher-centered strategies in China, focusing on teaching grammar and reciting words. The result is that students got only a score or a certificate. Most of them could not speak or write in English properly. E-learning can turn the pedagogical strategies to student-centered, focusing on fostering linguistic sensitivity and improving listening comprehension and ability of expression so as to enable students to master English as soon as possible. Language acquisition does not depend on grammar and invalid exercises, but on student's own constant practice. That is the E-learning Pedagogical Strategy. 3.1. Listening Language acquisition should start from the auditory sense. So, what materials should be listened to? In the classroom teacher determines everything. But e-learning offers students opportunities to choose learning materials by themselves. Psychological research indicates that each person is more concerned about their own decisions. Students usually choose these materials in which they are interested. Interest in the material itself is "direct interest". Direct interest results in better learning. For the students from Grade 6 to 9, the teacher guides them, at the very beginning, to find the materials of appropriate difficulty and in which they are interested. Usually, they will learn quickly, and soon they will find very appropriate learning materials without teacher's help. Similarly, for the students from Grade 10 to 12, part of the materials for group discussion can be recommended by teachers and other materials can be found by students themselves. For college students, e-learning is indispensable. They have strong self-learning ability with good judgment. E-learning provides a richer treasure than textbooks for them to improve their language skills. Students from Grade 6-12 can find substantial materials on <http://www.cri.cn> and <http://www.shanghaidaily.com>. The undergraduates can take advantage of rich learning materials on relative websites in the United States, UK, Australia and other countries. 3.2. Reading E-learning allows students to read their own interested materials. For example, when the book "Battle Hymn of the Tiger Mother" was published, it produced an immediate reaction from the press. "The Wall Street Journal" website had more than 4,000 pieces of comments. On the website of "Facebook" also appeared about 100,000 pieces of comments. The author also received thousands of letters. Some readers support the author, but someone said she was close to "abuse" her two daughters. Students can learn the freshest English through reading these materials. 3.3. Translating Sometimes students cannot

understand the materials they find. Therefore, it is necessary to translate some parts or all of them. If they do not understand, they can ask their teacher. Translating enables students to better understand the materials and enlarge their vocabulary, understand grammar and Western cultures. 3.4. Speaking Based on the learning materials that students have listened to, read and translated, the teacher can ask students to elaborate an event, including who, when, where, what, why, so that students can develop oral skills. For high school students, a seminar can also be arranged. For example, we still choose the topic "Tiger Mother". The question could be: Do you agree to what Tiger Mother did? Why do some people in the United States not support her? 3.5. Writing After listening to, reading, translating and speaking the material, students are required to write it down to describe the event itself, and their own feelings, comments, etc.. Write a summary for each material. In this way, students can develop their ability of outputting information in English. As Figure 1 indicates, students input information of English by listening to the sound, reading the text, understand the material by translating, and then output information by speaking and writing. Only all these things have been done, the whole process of learning a language could be considered complete.

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