

«NEW TRENDS IN FLT AND LINGUISTICS»

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DIFFICULTIES CAUSED BY TECHNOLOGY DURING CLASS AND POSSIBLE WAYS OF OVERCOMING THEM

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Abstract

This study examines complexities caused by technology misuse in the classroom and advice of experienced teachers on overcoming them. Firstly, the general attitudes of teachers towards the use of technology in lessons were explored. Then, the main advantages (increase in potential of learning, making teaching easier) and major disadvantages were considered.

These drawbacks served as the basis to depict the most common problems faced while using modern technology. Finally, this paper scrutinizes how experienced teachers overcome and succeed in dealing with these difficulties during the lessons and how this can serve as an advice or example for teacher candidates in the future. In order to reach the above-mentioned goals, necessary data was collected with the help of a survey and semi-structured personal interviews. A total 10 surveys were collected from teachers, and 5 of the teachers were interviewed on a selective basis.

The findings revealed that teachers' attitudes towards technology use in the classroom are generally positive. The teachers highlighted the main advantages and effectiveness of technology for the lesson.

However, not always and freely are they able to resort to the help of technology. It was seen that some of the participants experience difficulties with technology; they are not ready to integrate technology in their teaching, and when they do usage is only for low level tasks, such as word processing.

They become badly influenced by it or they just don't need to use such gadgets. It was also found that these disadvantages in technology usage can affect negatively and cause some problems. Teachers indicated that being uncomfortable with technology may lead to wasting time troubleshooting and how it can affect lowering of activities of both teachers and students. Moreover, each problem was thoroughly considered and was given a possible way of overcoming by participants during interview.

Keeping aforementioned things in mind, it was concluded that technology usage, even though it plays an important role in making education more effective and may enliven the lesson by offering wide range of facilities, it would be better to not give it too much importance, because, it is just a machine that cannot be controlled or fully trusted.

So each teacher candidate has to keep up-to-date with the constant innovations that shape human life, be fully prepared for future occupation, but, on the other hand, should not be dependent on anyone and anything but themselves.

Keywords: technology, technology integration in the classroom, problems caused by technology, teacher candidates, experienced teachers, ways of overcoming the problems.

Introduction

As life is passing at an incredible pace, we can hardly follow all the changes happening in the world. Nowadays, in order to meet such changing needs of the society and make education more effective, different kinds of technological tools are being developed. New technology has generally been as a solution for the problems education system face (McKendrick, 2001). Therefore, teachers try to use technology in the classroom.

The most important and promising advancement in the last decade was the integration of computers and Internet into education. Technology use in the classroom has been given a great importance since it

becomes available. It was claimed that “Ninety percent of the jobs created from this moment on will require advanced technological training (Cuban, 2001).

It means that integrating technology in education will be required in our future jobs and is crucial to the betterment of it. Main purpose in this study was to explore general attitudes of teachers towards the use of technology in lessons, to consider and weigh all the pros and cons. And then, scrutinize major problems caused by technology during the lessons and possible ways of how experienced teachers overcome them. I believe that this research will help young teachers better understand their profession and identify some difficulties that influence their teaching effectiveness while using technology. With this knowledge, teacher candidates may be able to overcome easily possible problems in the future.

Main advantages that technology brings

Throughout history, teachers have always looked to improve effectiveness of their teaching by using the tools offered to them. And in these times, teachers have a wide range of technologies that they can use in the classroom. The first that comes to mind is computer. Computers are used for various purposes, as preparing worksheets or lesson plans. It also serves as a base for technologies such as Internet, Web pages, electronic mail, smart boards, etc. One more thing that cannot be ignored is the role of hypermedia, which combines the use of text, data, graphics, sound and visual aids. As listening is combined with seeing, with hypermedia, learners are provided with a more authentic learning environment (Braul, 2006).

Moreover, there are different lecture-enriching technologies like LCD projectors that present colorful, motivating material as Power Point Presentations. In this way, it could be claimed that using technology makes the teaching easier and gives advantages to the teachers. Technology gives opportunity to teach and illustrate materials in different ways, bring new materials and increase the potential of learning for the students.

Although, technology integration in education brings all the advantages that were mentioned earlier and enables to make teaching more effective, teachers still admit that there might be some disadvantages. According to the research that has been made on this issue, these drawbacks can serve as a basis to depict the most common problems faced while using modern technology.

Major disadvantages and problems caused by technology

Using technology in their lessons, teachers have to keep one thing in mind: despite all the advantages that technology has, it would better not be given such an importance. Because, it is just a machine, that cannot be controlled or fully trusted. During the research, teachers provided some examples on this issue.

Firstly, majority of experienced teachers indicated that problems such as equipment or electrical failure, power cut should be taken into account. If there is an electrical failure, it means the lesson is lost. It ruins the whole day and beauty of the activity.

The next point is that by using technology (e.g. Power Point Presentation) during the lecture, can influence badly both teachers and students. Even though, it can enliven the lesson by offering wide range of facilities, it can have negative consequences as well. For example, Power Point Presentations offer imagery that helps to support key points and it is easy to read. Also, having a prepared set of slides can keep professors from straying off on tangents (YOUNG, 2006). But, on the other hand, the teachers can just dump their notes into Power Point Presentation and then read them, which can make delivery less interesting and effective. Moreover, such presentations may affect on some students' attendance.

Because teachers distribute the slides among learners. Thus, they make it comfortable and helpful for students. And students, in their turn, rely on prepared lectures and find no need, so less likely to attend the lessons. The last but not least, most teachers report that they do not feel ready to integrate technology in their teaching. When they do usage is only for low level tasks, such as word processing. Such uneasiness in using technology can lead to spending too much time troubleshooting instead of teaching. Some teachers confess that equipment is hard to set up. Therefore, a considerable part of class time can be wasted trying to get the tools work or trying to track somebody to make it work. And here appears a

question: having considered all the pros and cons, does technology integration indeed make teaching more effective or should the traditional teaching methods, as using chalkboards, be given more preference? It can be really thought-provoking.

However, as we live in XXI century, it is quite impossible to imagine our lives without technology. That is why the problems connected to technology must be eliminated. And as a purpose of the study we chose defining the possible ways of overcoming the problems.

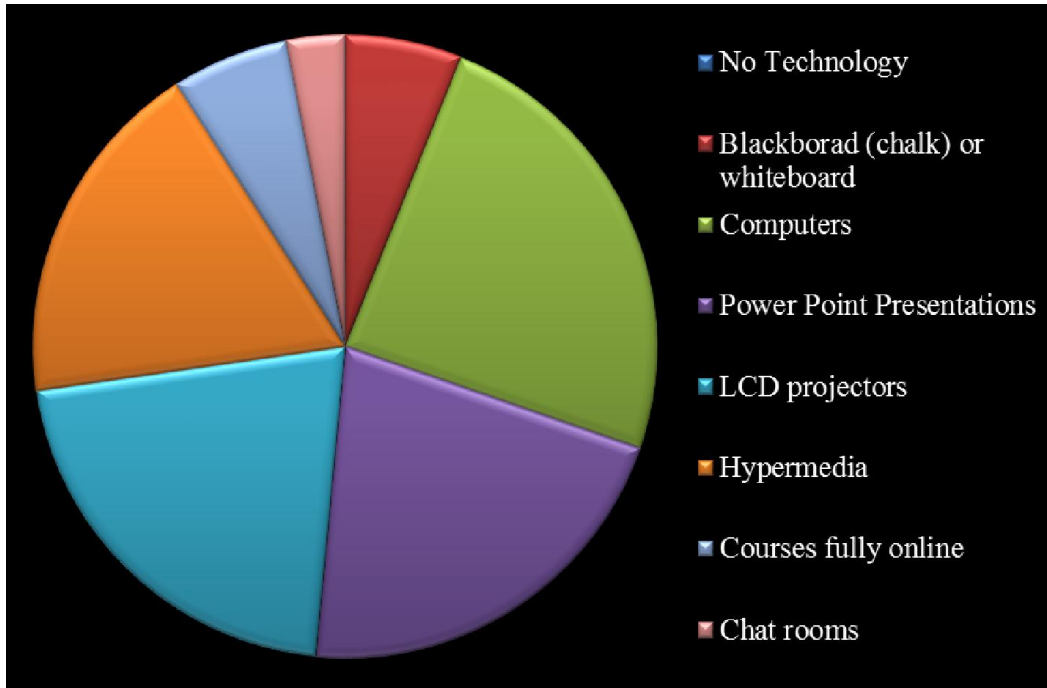
Method

To reach aforementioned goals, necessary data was collected with the help of experienced teachers of Suleyman Demirel University in Kazakhstan. Representatives of different age groups and gender were selected according to length of teaching experience. From the chosen 20 instructors, only 10 participated actively in the research. 30% of them were women, 70 % were men. All of the respondents had been teaching for at least 5 years.

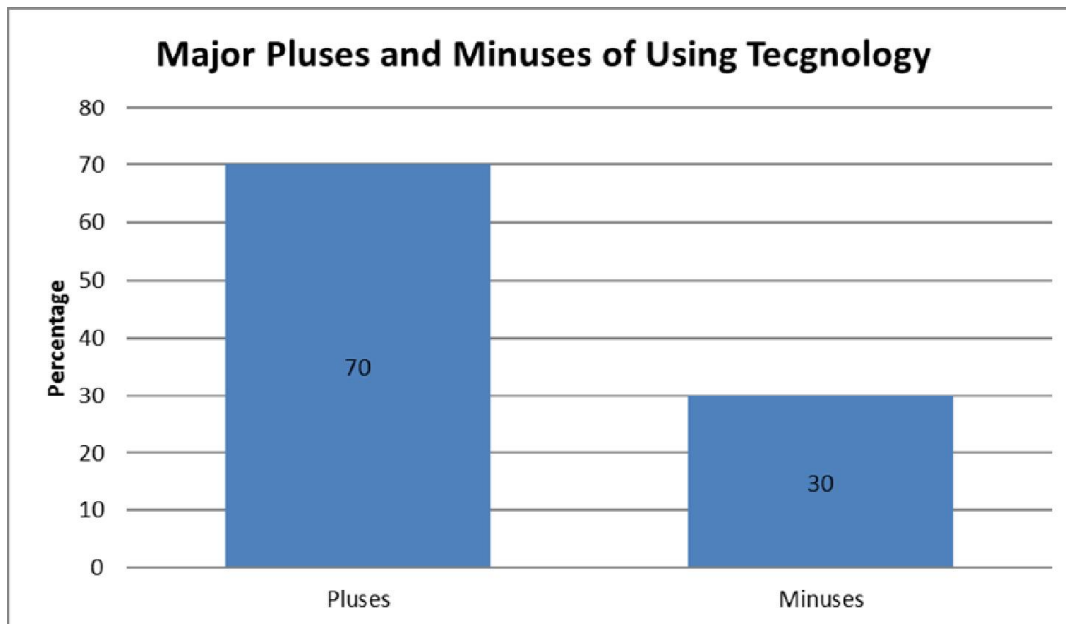
The questionnaire that was developed for this study contained three parts. In the first section of the survey, we explored general attitudes of teachers towards the use of technology in lessons and defined what tools they give most preference to (As shown in Table 1).

In the second section of the survey, we considered and weighed all the pros and cons caused by technology use (As shown in Table 2). Thus we indicated whether using technology is more beneficial or harmful. And finally, as there are some problems that are faced frequently, in order to define possible ways of overcoming them, we interviewed the most experienced teachers on a selective basis.

We selected those teachers, who had already faced such problems. We learned how they overcame them, what measures they took and whether it changed their attitude towards technology use. We collected all the necessary data, processed it and gave a clear description of possible solutions.



1 Table. Technology Preference of Teachers



2 Table. Major pros and cons of Using Technology

Results

The findings showed that modern teachers give more preference for instructional technology methods than traditional methods. It can be seen from the Table 1, the strongest preference was for computers, followed by Power Point Presentations and projectors. The next strongest preferences were for hypermedia, namely for audio and video. As for traditional methods of teaching, only 20% of participants preferred blackboard or whiteboard to any other tools. These findings can serve as an example of the fact, that general attitudes of teachers towards technology methods are positive and they are given relatively great importance in teaching.

In table 2, we present main pros and cons of using technology. As it can be seen, 70% of respondents pointed out the pluses, while the rest 30% named minuses. It means that advantages overweight disadvantages. Nevertheless, there are still some frequently faced problems that cannot be ignored.

So, finally, as a result of survey we got several advices on overcoming the problems. The first widespread problem was electrical failure. In order to overcome it, teachers suggest: We should try to anticipate failures and check the equipment to make sure everything is working before the class. The next thing is, if you do have a failure during the class, then you have to have “plan B” on what I will do if there is a failure. (Different exercises, or postpone it to another time, and do something else. You should have some idea in your head).

The second point was, When Good Technology Means Bad Teaching, namely, negative influence of Power Point Presentation on students' attendance. If teachers give the whole thing to students, they assume they do not have to come to the lecture. As a possible solution to this problem can be producing slides riddled with blanks and missing information and filling them in aloud during the lecture.

And the next point was, so to say, the lack of competence. The most teachers do not have enough knowledge of technology or they have limited knowledge about how to use such tools in their teaching. It can be explained by the fact, that only experienced teachers were interviewed during the research. Due to the differences in age-groups, young teachers grow up using technology and therefore have more competence and more positive attitudes towards computers, as for older teachers, they might not have the same amount of technological competence, so might face difficulties. That is why, experienced teachers advice young teachers to broaden knowledge in the sphere of technology. Because being able to use technology in teaching carries importance and gives advantage to the teachers who could effectively use them.

Conclusion

All in all, all the problems stated above, can be perceived differently depending on generation. Most of our current teachers that participated in the research are representatives of older generation. So they might have some difficulties in integrating new technology, but they are more experienced and competent in other spheres, so we can learn a lot from them. Our experienced teachers suggest picking up and taking several skills together. As we are young teachers, we should keep be up-to-date with constant innovations that shape human life. We should be able to resort to the help of technology and take advantage of it, but on the other hand, as it said, “As we become ever more dependent upon technology, any failure causes increasing disruption of business, educational, and everyday life” (Donald Norman) we should not be dependent on anyone and anything but ourselves. Taking into account all the advices of experienced teachers, the young generation could be better prepared for their future occupations.

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THE INTERCULTURAL EXPERIENCE OF KAZAKHSTANI SPEAKERS OF ENGLISH DURING SHORT TERM VISITS ABROAD

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Annotation

Owing to the recent developments in ICT technologies and easy travelling facilities, more and more people quite likely to communicate with others who have quite different cultural backgrounds for many reasons. Citizens of Kazakhstan also travel broad for educational, touristic, academic, health or business purposes. Except for the citizens of the former Soviet (USSR) Republics, the English Language is a means of communication, while they are travelling abroad. Does their knowledge of English help them survive and rather succeed in their interactions in intercultural situations? What sort of situations tend to include risks of communication failure?

Key words: Kazakhstani students, Intercultural Communicative Competence, Intercultural Sensitivity, Culture, Culture shock, Cultural dimensions,

Аннотация

В связи с последними событиями в ИКТ технологий и легких объектов путешествия, все больше и больше людей, весьма вероятно стали общаться с другими людьми, которые имеют совершенно разные культурные традиции по многим причинам. Граждане Казахстана также широко путешествуют для образовательных, туристических, академических, здоровительных или бизнес целей. За исключением граждан бывших республик Советского Союза (СССР), английский язык является средством общения, в то время как они путешествуют за границей. Поможет ли их знание английского языка им выжить и довольно успешно взаимодействии в межкультурных ситуациях? В Каких ситуациях, как правило, включают в себя риски потери связи?

Түйін

ИКТ Технологияларының соңғы даму оқиғаларымен және артық саяхаттың объектілерімен байланысты, көптеген адамдар бірнеше себептер бойынша мүлде әр түрлі мәдени дәстүрлер ие болған басқа адамдармен араласуға өте ықтимал болып келеді. Қазақстанның азаматтары да білім алу, туристік, академиялық, сауықтырғыш немесе бизнес мақсаттарында кең саяхаттап келеді. Бұрынғы Кеңес Одағы Республикаларының азаматтарын алмағанда, шет елдерді саяхаттау барысында ағылшын тілі байланыс құралы болып табылады. Олардың ағылшын тілінің деңгейі олардың мәдениетаралық баланыс барысында өмір сүріп, ілгері жылжуға көмектесер ме екен? Қандай жағдаларда байланыстың жоғалуының тәуекелдері бар?

Introduction

As the joining bridge between Europe and Asia , Kazakshtan serves as the important connection between European and Asian socio-cultural prospectum within a global world. Thus I would like to investigate about the country's young generation-Kazakhstani students' social and cultural context. Why exactly they are chosen as my investigation's main source because they are future upholders of Kazakhstani society and they are future business and economic leaders.

Conversely, in 1819 as the German scientist Herbart argued that the individual could be understood only in a social context. Within this framework, as scientist Byram states that foreign language learner is viewed as “intercultural speaker” , someone who “transits cultural property and values”. So it would be wrong saying that Kazakhstani students can only be known by their surroundings, by their parents, by