

MODERN TECHNOLOGIES IN FOREIGN LANGUAGES TEACHING

Jelena Rajović¹; M.Sc. Nenad Marković²; Dragana Jakšić³

¹ Technical College of Applied Sciences Urosevac, Leposavic, the Republic of Serbia, gvozdena2001@yahoo.com

² Technical College of Applied Sciences Urosevac, Leposavic, the Republic of Serbia, nen.mark74@yahoo.com

³ Technical College of Applied Sciences Urosevac, Leposavic, the Republic of Serbia, gaga.jaksic@yahoo.com

Abstract: *The paper presents the results of research focused on the application of new technologies in foreign languages teaching. The rapid development of science and technology has a profound effect on the teaching of foreign languages. New technologies take precedence over the traditional methods of teaching. In this paper we are dealing with the attitude of the teachers of Colleges of Applied Sciences regarding the use of new technologies in the language teaching process; do they perceive the new technologies as an advantage for improvement of teaching process and what are the barriers they are facing with when applying these technologies in teaching foreign languages.*

Keywords: *new technologies, foreign language, english language, computers.*

1. INTRODUCTION

New technologies, especially ICT technologies, have become an integral part of business and private environment of people. The use of new technologies in education has enabled the application of new teaching methods and different way of organization of the teaching process. The aim of the new teaching process using innovative approach to and finding the original solutions in organizing and teaching performance is to achieve results which are in line with the requirements of modern society and students' interests and needs. Term *New mod technologies* includes communication techniques for language teaching where the computer has a central role (Davies & Hewer, 2012) [1]. Technical devices, like cassettes, video recorders, television and even computers, have been used as teaching tools since 1960. Integration of new technologies, primarily computers, in teaching and learning languages opens new possibilities both to teachers and students to function and work better [2]. The use of computers in teaching process has been given a great attention in last forty years. The language learning is often described as one of the most impressive intellectual operations of human mind regarding the complexity of grammar structures, size of mental lexicon and multiple functionality those who are learning any language are facing with (Schwarc, 1992) [3]. With the help of computer a student can improve his/her basic language skills: reading, writing, listening and speaking. In the same way, computer can facilitate the work of teachers. It is beyond doubt that teachers must also keep the pace with time, must follow the new inventions in science and constantly work on personal education. The application of new “tools” in foreign languages teaching process to a great extent changes the approach to teaching process as well as the teaching methods which purpose is to facilitate and bring closer the language learning to students but also to motivate them.

Colleges of Applied Sciences in Kosovo and Metohija (Business College of Applied Sciences Pec with temporary seat in Leposavic, Technical College for Applied Sciences Urosevac with temporary seat in Leposavic, Technical College for Applied Sciences Zvecan) are engaged in the education of future professional engineers of different vocational profiles, and what they have in common is that foreign languages are thought in all schools. In this paper we are focused on this phenomenon-foreign languages, that is, the foreign language teaching. To which extent the teachers of language are willing to face new challenges and accept new technologies which can facilitate their work and make it more interesting, greatly depends on their personal motivation, readiness to upgrade their education but also depends on whether schools have appropriate technical equipment and their willingness to support this type of teaching process.

The aim of this paper is to determine are the teachers of foreign languages on Colleges of Applied Sciences in KIM adequately trained to use computer in teaching and do the teachers of foreign languages in given schools have positive attitude toward the use of computers in teaching process.

2. REVIEW OF THE RELEVANT RESEARCHES

Dealing with the problem of use of computers in foreign languages teaching process is not a new phenomenon. Many studies have been conducted regarding this issue and numerous papers have been dealing with this subject. According to (Atkins & Vasu, 2000), [4] attitudes and interests of teachers have an important influence on the use of computers in the teaching process.

Lam, 2000, [5] argues that personal beliefs of teacher regarding the advantages of use of technology for language learning influences the teacher's decision regarding the use of technology. Redmond, Albion & Maroulis, 2005, [6] are of the opinion that personal traits of the teacher like self-confidence, interests in using ICT and readiness to try something new are the important factors that can contribute to ICT integration in the teaching process. Bancheri, 2006, [7] points out that the teacher's role in the new technology era is not only to transfer the knowledge but to provide students a tool for knowledge acquirement and recognition of values that can be recognized in books and software and on the Internet. Rakes & Casey, 2000, [8] argue that teachers must have positive attitudes towards the integration of technology in the teaching process for the purpose of the improvement of students' achievements. Further, problems the teachers are facing with while using the ICT must be taken into account since they influence the teachers' behaviors. A numerous studies (Atkins & Vasu, 2000; [4], Lam, 2000; [5], Egbert, Paulus & Nakamichi, 2002; Jung, 2002; [9], Shin & Son, 2007, [10]) point out that factors like teachers' training and computer equipment, teachers' attitudes regarding the computers and previous experiences with ICT in teaching process are closely related to successful or unsuccessful integration of computers (ICT) in the teaching process. A few researches (Lam, 2000; [5], Egbert, Paulus & Nakamichi, 2002; [9], Oh & French, 2007, [11]) came to conclusion that, as a result of teachers' training programs, teachers have improved their computers skills, gain confidence in technology and expressed opinion that teachers' training programs have had a positive influence on their attitudes towards the use of new technologies. However, (Egbert, Paulus & Nakamichi, 2002), [9] argue that positive attitude toward the computer technology does not guarantee that the teachers will use technologies in the teaching process. Thus, the teachers' training programs must be available to teachers of languages so they could be able to deal with the problem of computer use and gain necessary knowledge to cope with the tasks and activities that include the use of computers in teaching process (Oh & French, 2007; [11], Jung, 2001; [12], Johnson, 2002; [13]).

3. NEW TENDENCIES IN THE FOREIGN LANGUAGE TEACHING PROCESS

The traditional method of foreign language learning has considered the active role of teachers and passive role of students, i.e., frontal approach with one-way communication between the teacher and students. The main operation tool was blackboard. This way of working was time consuming and there were no place for creative ideas. This implied the theoretical approach to language learning. The whole leaning process was focused on text books which often were outdated and fictive. Rising of awareness that in language teaching process other tools and ways can be used has led to the application of various audio-visual devices. The 70s of the last century are characterized by the use of tape recorders and phonograph records in the language teaching process. During the 1980s of the last century the innovations in the language learning process were introduced by the use of cassettes and audio laboratories. Traditional language laboratories were like small labs equipped with cassette recorders, microphones and headphones for each student. Teachers had on their disposal central panels where they could monitor the work of their students. The advantage of this technology was that students engaged in verbal interaction were able to learn foreign language much faster. Even though such teaching process had presented a positive step in relating technology and language learning, such technology was tiresome and uninspired (Singhal, 1997), [14]. In the beginning of 1990s of the last century the communicative method was used where the emphasis was on the meaningful interaction with students (Warrschauer & Meskill, 2000), [15]. Communicative method has greatly facilitated the learning and mastering of curriculum. The teacher has become a partner and an advisor, and student gained more active role in this process.

The use of computer in language teaching led to completely new approach to language learning. The use of computers in language teaching has reduced the number of teaching tools which teachers used in traditional teaching process which contributed to rationalization, identification and modernization of the teaching process, and from the students' point of view such teaching process is more interesting, more active and influence the increase of motivation and engagement of students in the process itself (Klimenta, 2009), [16]. Learning of foreign language today implies higher engagement of teachers; they are expected to use all available modern teaching tools that will enable students to better and faster acquire all language skills. Levy & Stockwell, 2006, pp. 178-179, [17] consider that language skills and language competency are the guidelines through which the learning of foreign language with the help of computers will be perceived. According to then, there are three main reasons to adopt of such approach:

1. Applicative programs for language learning usually are analyzed from the aspect of language skills and language competency. Numerous books and journals are dealing with subjects like chat and syntax, multimedia and vocabulary, computer and writing. These subjects suggest that there is a general tendency to relate technologies with the development of a certain language skill or language competency.
2. It should be taken into account that not all technology is equally successful in all language skills, as well as that some aspects of language are more accessible for technology use than others. For example, it is always considered that computer is very useful for grammar and vocabulary learning, for development of reading and writing skills, but is less appropriate for upgrading of listening and speaking skills. However, today are available technologies by which is possible to develop these language skills. For example, richer spectrum of listening exercises appeared in the moment when it was possible to place digitalized materials on the Internet. With the development of hardware and software, automated recognition of speech has very fast found its application in the

foreign language teaching process. Therefore, it necessary to constantly analyze the possibilities of different technologies.

3. Even though in the communicative conceptualized foreign language teaching process the integral approach to language skills is dominant, it is not always the best approach. Sometimes it is better to focus on one language aspect, especially if student has difficulties with certain language areas or wants to upgrade certain skills. Some technologies that are used with relevant material for language learning can be developed to satisfy students' needs.

The use of new technologies in the language teaching process surely contributes to more successful and better learning and stimulates the development of positive attitudes towards the curriculum.

4. OBSTACLES LANGUAGE TEACHERS ARE FACING WITH

New technologies open new possibilities. The use of computers in schools has influenced the teaching process itself. However, how often it will be used and in what way it will be integrated in the teaching process depends on the teachers and their readiness and willingness to upgrade their teaching and to adjust to new requirements of the “market”. Language teachers, however, are often faced with the obstacles which in most of the cases are the reason why computers are not used.

One of the main reasons why teachers do not use computers in the teaching is the fear of computers. The causes of these fears often have psychological nature, which concern the control of students' activities-where it is small or does not exist. What teachers fear of is that students will consider them incompetent and that students know more about computers than they do (Dawes & Selwyn, 1999), [18].

The advantages that application of new technologies provides in teaching and learning have certain limitations. Namely, unlimited approach to information related to learning can cause overloading of information if the teachers are not skilled enough to filter that information based on their relevance or are not able to establish a coherent principle of organization. There is also a possibility that both students and teachers do not have sufficient knowledge how to approach, process and use information (Yunus, Lubis & Lin, 2009) [19].

According to (Jones, 2004), [20] teachers do not apply informative and communicative technologies, which presents the level of teachers' distrust in the use of new technology. Further, he argues that there is a close connection between the level of trust and many other issues that can be considered as obstacles in using the computers. Inappropriate training of teachers for the use of new technologies in the teaching process as well as the confrontation to changes in the teaching process, according to his opinion, also are factors that prevent the use of computers in teaching. Jones further argues that teachers sometimes are not in position to completely utilize the advantages that new technologies offer because they do not have a sufficient time to prepare for teaching; teachers who do not understand the advantages of the use of new technologies in their teaching are less likely to use them.

ICT technology is the cause of change of position and role of foreign language teacher, and also gains an important role of a tool for achievement of high-ranking goals of foreign or language teaching process in the education system of one country (Đolić, 2013, pp. 60-61), [21].

5. RESEARCH METHODOLOGY

5.1. Research methods

In the research we used descriptive-statistic and quantitative methods. Data are gathered by questionnaire for the testing of attitudes of foreign languages teachers that work at Colleges of Applied Sciences in KIM regarding the use of computers in language teaching process.

5.2. Questionnaire

The questionnaire was designed by combining several questionnaires [22], [23], [24] and adjusted to the requirements of our research. The questionnaires were delivered to respondents in person and by electronic mail.

5.3. Respondents

Respondents of the study were teachers of foreign languages from Colleges of Applied sciences in Kosovo and Metohija. Total 5 respondents participated in this research.

The respondents declared to belong to one of the following age groups: three respondents in the age group 26-37, one in the age group 37-47 and one respondent to the age group 48 and more. All respondents were female persons. Two respondents stated to have between 6-15 years of professional experience, one between 16-25 years of professional

experience, one respondent less than 5 years of professional experience and one more than 25 years of professional experience. Four respondents teach English language and one respondent teaches English and Russian language.

6. RESULTS AND DISCUSSION

In Table 1 are presented results relating to attendance of computer trainings/courses and achieved results. It can be seen that from total five respondents only two respondents gave affirmative answer, whereas only one respondent was satisfied with the outcome of the training/course.

Table 1. Computer training/course

Teacher	Have you ever attended any of the computer trainings/courses?		Are you satisfied with the outcome of the training/course?	
	Yes	No	Yes	No
1	--	x	--	--
2	--	x	--	--
3	x	--	--	x
4	x	--	x	--
5	--	x	--	--

All five respondents (100%) answered affirmatively that their schools possess appropriate equipment (computers) that is at their disposal.

Chart 1 presents the results regarding how frequently language teachers use computers in foreign language teaching process.

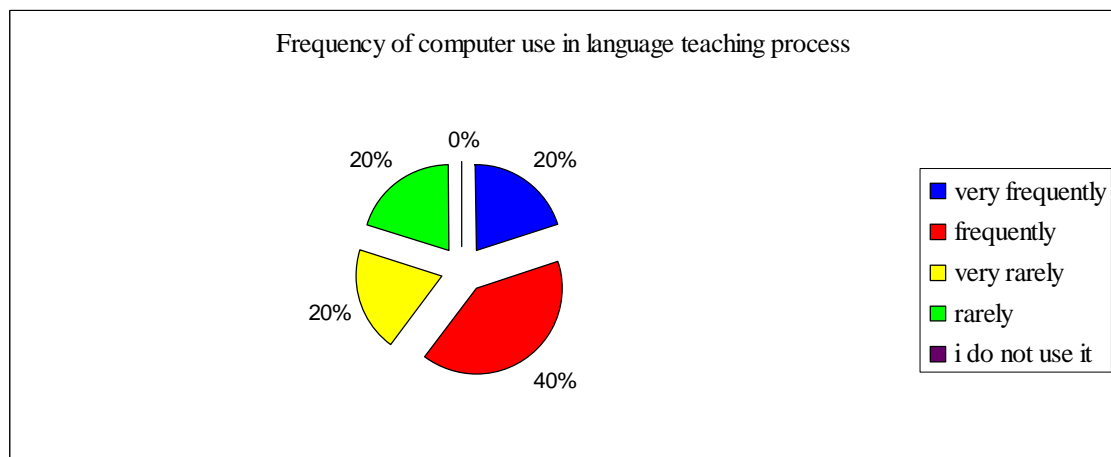


Chart 1: Frequency of computer use in language teaching process

In Chart 2 are presented results that refer to how self-confident the teachers are regarding the use of computers in language teachers, where 2 responded stated that are not completely self-confident, 2 respondents stated that are self-confident and 1 responded stated that is very self-confident.

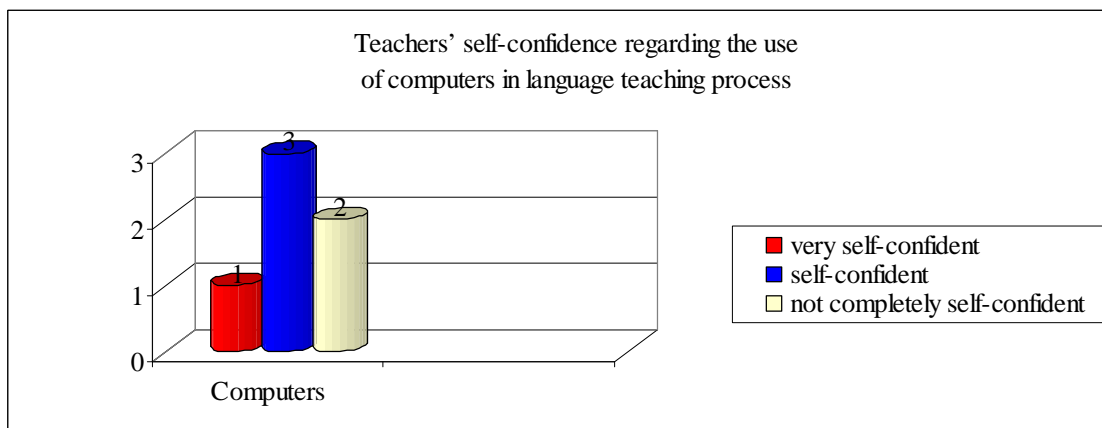


Chart 2: Teachers' self-confidence regarding the use of computers in language teaching process

Obtained results show that, despite the fact that majority of teacher didn't attend computer trainings, they use computers in teaching. This tells us that teachers are ready and willing to upgrade their education and to follow new trends in teaching process. Also, self-confidence of language teachers implies that teachers are not afraid of new challenges and that they constantly develop their professional skills.

While gathering the material for this paper, the authors came to a surprising discovery. Namely, the subject we are dealing in this paper is up-to-date since 1960s of the last century. When we are talking about the situation in the developed countries, this subject ceased to be up-to-date even since the beginning of this century, which can be seen from the date of issue of scientific papers that were dealing this subject. When we are talking about the underdeveloped countries, unfortunately or fortunately the issue of computer use in teaching process is still up-to-date. When we say unfortunately we think on the fact that now in developed countries some other more advanced technologies are used in language teaching (mobile phones, Laptops, iPads, iPods, iPhones, Tablets, Smartphones...) (Chun, Kern & Smith, 2016; [25], Blake, 2016, [26]) which tells us that we still are far behind the developed world. When we say fortunately, then we can conclude that foreign language teaching process in our case have moved from the initial point, and some teachers have abandoned the traditional teaching methods like “chalk-blackboard” and have embraced the new technologies-in this case computers. Financial moment, which is crucial in many cases, insufficiently trained teachers, low interest of institutions for upgrading of teaching process are some of the factors that negatively reflects on teaching process itself. Even this looks like tilting at windmills, we must have in mind that the main point is to make foreign language teaching process more interesting and thus more attractive to students. In addition, new technologies facilitate both teaching process and foreign language learning. Since our research is focused on Colleges of Applied Sciences in KIM, we can say that results obtained are very encouraging in which favor speak the afore-stated research results. Encouraging is the fact that teachers of foreign languages are willing to upgrade their professional skills and that, regardless to overall situation, are willing to integrate new technologies in the teaching process.

7. CONCLUSION

The purpose of the research presented in this paper was to investigate the attitude of foreign language teachers who teach at Colleges of Applied Sciences in Kosovo and Metohija regarding the use of computers in language teaching. In the research were included all foreign language teachers who teach in mentioned schools seated on the territory of Kosovo and Metohija. We wanted to see are the language teachers from Colleges of Applied Sciences in KIM sufficiently trained to use computers in the teaching process- i.e, did they have any advanced teaching training. Since only two respondents when asked did they attend any of the computer trainings/courses gave the affirmative answers, whereas only one respondent was satisfied with the outcome of the training/course, we can say that our hypothesis has not been confirmed. However, if we consider all other results of the research, this information can be irrelevant for confirmation of our hypothesis. Namely, since the results of our research show that majority of respondents has positive attitude regarding the use of computers in teaching process and that majority of respondents (50%) frequently uses computers, we can conclude that respondents have worked on the upgrading of their professional skills and regardless to results concerning the attendance of computer training/course they are sufficiently trained/ skilled to use computers in the teaching process.

Second hypothesis refers to issue do teachers of foreign languages on Colleges of Applied Science in KIM use computers in teaching process. This hypothesis is confirmed by research results, where from total 5 respondents 2 respondents stated to frequently use computer in teaching process.

The research results show that teachers of foreign languages at Colleges of Applied Sciences in Kosovo and Metohija have positive attitude regarding the use of computers. In this favor is the fact that even though majority of them did not

attend computer trainings/courses they, however, use computers in their teaching process and are very self-confident; they are also willing to upgrade their professional skills and all for the purpose of promotion the overall teaching process. Almost all respondents stated that the use of computers can increase the motivation of students to learn languages as well as that by using computers language teachers introduce new methods into the teaching process. This research can be a good cue for some future researches which will deal with application/use of mobile technology (mobile phones, iPod, Tablet, etc.) in the foreign language teaching at Colleges and other schools.

REFERENCES

- [1] DAVIES, G., HEWER, S.: *Introduction to new technologies and how they can contribute to language learning and teaching*, Module 1.1 in Davies G. (ed.) *Information and Communications Technology for Language Teachers (ICT4LT)*, Slough, Thames Valley University, 2012. [Online]. http://www.ict4lt.org/en/en_mod1-1.htm, preuzeto 20.03.2017.
- [2] RAJOVIĆ, J., MARKOVIĆ, N.: *Use of computers in teaching of foreign language in colleges of applied sciences in Kosovo and Metohija*, paper 2.2, High business-technical school of Užice, Serbia, SED 2016, 30. September-01. October 2016, Užice, Serbia.
- [3] SCHWARZ, M.: *Einführung in die kognitive Linguistik*, Tübingen: Francke, 1992. [Online]. http://webcache.googleusercontent.com/search?q=cache:QeVoLZITBm8J:www.ellinogermaniki.gr/ep/geh-mit/htm/New_Technologies_and_Language_Learning.doc+&cd=1&hl=sr&ct=clnk&gl=rs, preuzeto 19.03.2017.
- [4] ATKINS, N.E., VASU, E.S.: *Measuring knowledge of technology usage and stages of concern about computing: A study of middle school teachers*, *Journal of Technology and Teacher Education*, Volume 8, No. 4, 2000, p. 279-302.
- [5] LAM, Y.: *Technophiliacs, technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms*, *Canadian Modern Language Review*, 56(3), 2000, p. 389-420.
- [6] REDMOND, P., ALBION, P.R., MAROULIS, J.: *Intentions and Reality: Pre-service teachers' ICT Integration during Professional Experience*, Paper presented at the 16th International Conference of the Society for Information Technology & Teacher Education, Phoenix, USA, 2005. [Online]. <https://www.learntechlib.org/p/19265>, preuzeto 17.03.2017.
- [7] BANCHERI, S.: *A language teacher's perspective on effective courseware*, U Randall PD and Margaret AH (Eds). *Changing Language Education through CALL*, New York: Routledge, 2006, p. 31-47.
- [8] RAKES, G.C., CASEY, H.B.: *An analysis of teacher concerns toward instructional technology*, 2000. [Online]. <http://ascilite.org/archived-journals/ijet/v3n1/rakes/>, preuzeto 11.03.2017.
- [9] EGBERT, J.L., PAULUS, T.M., NAKAMICHI, Y.: *The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education*, *Language Learning & Technology*, 6, 2002, p. 108-126. [Online]. <http://lt.msu.edu/vol6num3/egbert/>, preuzeto 21.03.2017.
- [10] SHIN, H.J., SON, J.B.: *EFL teachers' perceptions and perspectives on Internet-assisted language teaching*, 2007. [Online]. https://eprints.usq.edu.au/1924/1/Shin_Son.pdf, preuzeto 14.03.2017.
- [11] OH, E., FRENCH, R.: *Pre-service teachers' perceptions of an introductory instructional technology course*, 2007. [Online]. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.548.2295&rep=rep1&type=pdf>, preuzeto 17.03.2017.
- [12] JUNG, Y.S.: *Toward an effective EFL teacher development program focusing on multimedia and the Internet*, *English Teaching*, 56(4), 2001, p. 141-162.
- [13] JOHNSON, E.M.: *The role of computer-supported discussion for language teacher education: What do the students say?* *CALICO Journal*, 20(1), 2002, 59-79.
- [14] SINGHAL, M.: *The internet and foreign language education: Benefits and challenges*, U Nomas, B.: (2013). *The Impact of Using Technology in Teaching English as a Second Language*, *English Language and Literature Studies*; Vol. 3, No. 1, p. 111-116. [Online]. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.822.73&rep=rep1&type=pdf>, preuzeto 19.03.2017.
- [15] WARSCHAUER, M., MESKILL, C.: *Technology and second language learning*, In J. Rosenthal (Ed.), *Handbook of undergraduate second language education*, Mahwah, New Jersey: Lawrence Erlbaum, 2000, p. 303-318. [Online]. http://education.uci.edu/person/warschauer_m/tslt.html, preuzeto 21.03.2017.
- [16] KLIMENTA, E.: *Računarski podržano učenje jezika*, *Univerzitetaska misao*, Iss. 08, 2009, p. 70-84. [Online]. http://s3.amazonaws.com/academia.edu.documents/32157724/RACUNARSKI_PODRZANO_UCENJE_ENGLES_KOG_JEZIKA.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1490576331&Signature=G0TFVJp8Jxe3m9n5c9YqGnOiGi4%3D&response-content-disposition=inline%3B%20filename%3DRACUNARSKI_PODRZANO_UCENJE_ENGLESKOG_JEZ.pdf, preuzeto 15.03.2017.
- [17] LEVY, M., STOCKWELL, G.: *CALL Dimensions: Options and issues in computer-assisted language learning*. Mahawah, NJ: Lawrence Erlbaum associates, 2006. U Mirzayantz Đukić, M.: (2011). *Učenje jezika pomoću računara u praksi*. [Online]. <http://teme2.junis.ni.ac.rs/public/journals/1/previousissues/teme3-2011/teme%203-2011-10.pdf>, preuzeto 15.03.2017.

- [18] DAWES, L., SELWYN, N.: *Teaching with the dream machines: the representation of teachers and computers in information technology advertising*, Journal of Information Technology for Teacher Education, Vo. 8, No. 3, 1999, p. 289-304.
- [19] YUNUS, M., LUBIS, M.L, LIN, C.: *Language Learning via ICT: Uses, Challenges and Issues*, WSEAS Transactions on Information Science and Applications, vol. 6, no. 9, 2009, p. 1453-1467.
- [20] JONES, A.: *A review of the research literature on barriers to the uptake of ICT by teachers*, The British Educational Communications and Technology Agency, 2004. [Online]. http://dera.ioe.ac.uk/1603/1/becta_2004_barrierstouptake_litrev.pdf, preuzeto 11.03.2017.
- [21] ĐOLIĆ, S.: *Globalizacija i menadžment u nastavi stranog jezika-Engleski jezik na početku III milenijuma*, Filozofski fakultet, Kosovska Mitrovica, 2013.
- [22] http://callej.org/journal/8-2/Shin_SonAppendix.pdf, preuzeto marta 2017.
- [23] <https://etd.lib.metu.edu.tr/upload/12612234/index.pdf>, preuzeto marta 2017.
- [24] <https://www.concordia.ca/content/dam/artsci/research/cslp/docs/TIQ2.pdf>, preuzeto marta 2017.
- [25] CHUN, D., KERN, R., SMITH, B.: *Technology in Language Use, Language Teaching, and Language Learning*, The Modern Language Journal, 100: 2016, 64–80. doi:10.1111/modl.12302.
- [26] BLAKE, R.: *Technology and the Four Skills*, Language Learning and Technology 20 (2), 2016. [Online] <http://llt.msu.edu/issues/june2016/blake.pdf>