



DESIGNING MATERIALS FOR EFL CLASSES USING THREE DIFFERENT TECH APPROACHES

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Abstract

Evaluating technology's advantages and disadvantages is crucial before implementing it in educational settings. Multimedia integration would surely improve the effectiveness of the lesson, but if the wrong methods are employed or the improper materials are selected, the process can be hindered. This article will discuss the three ways digital technology can be used to develop instructional materials.

Keywords: designing materials, implement, digital technology, low-tech activity, moderate-tech activity, high-tech activity, Padlet wall, British National Corpus.

Introduction

One of the necessities of the twenty-first century is the ability to employ modern technologies in the classroom to increase the effectiveness of the lessons. This is made possible by technological advancements. Sometimes, we forget to consider a technology's accessibility, flexibility for all learners and the target group, whether instructional approaches meet learners' needs, whether technology facilitates interaction between teachers and learners, and whether it is specifically used to improve language skills when implementing a particular technology. We'll examine three approaches to using several digital learning activities related to the same subject in classroom

1. Low-tech methodology

The text-driven approach to materials development entails expressing and developing one's theories and producing materials rapidly and effectively. This approach has a framework that aids in the creation of materials by material developers. Additionally, learners can establish interaction between the text and their senses, sentiments, and intuitions through the activities produced based on this method [Tomlinson, 2003: 109p.].

The first activity, which is regarded as a low-tech activity, is designed using the following procedures, which are listed in the materials design framework:





As stated in this activity, one of the critical tenets of the CLT approach is putting the learner at the center of the learning process.

Activity 1 Letter to generation (30 min.-low-tech activity)

Pre-listening:

a) Ask students to think about the year 2100. Tell them to imagine that they survived and lived at that time. Ask them to picture the environment clearly: What is it like? What are the cities and villages like? Ask them about their feelings about the time they are living in.

b) Pair work: Tell learners to work in pairs and describe their imagined environment by sharing their feelings about 2100 years.

Assessment of the task: Informal. Give some feedback after listening to the opinions by supporting teacher-student interaction.

While listening: Tell the learners they will listen to a poem about the environment in the future. Ask them to compare the pictures with the poem as they listen. Ask them to find similarities and differences between the facts in the poems and their imagined picture.

Listening:

Dear future generations, Sorry

(The extract from the poem "Dear Future Generations: Sorry by Prince Ea)

Dear future generations, Sorry

I think I speak for the rest of us when I say

Sorry

Sorry we left you with our mess of a planet

Sorry that we were too caught up in our own doings to do something

Sorry, we listened to people who made excuses to do nothing....

I hope you forgive us.

We just didn't realize how unique the Earth was like a marriage go wrong

Like, we don't know what we had until it was gone....

For example, I am guessing you probably know what is the Amazon desert

Right?

We believe it or not it was once called the Amazon rainforest

and there were billions of trees there

All of them are gorgeous and ...

Oh... You don't know much about trees. Do you?

Well, let me tell you, trees are amazing. I mean we literally breathe the air they are creating

They clean up our pollution or carbon,





*They store and purify water,
give us medicine that cures our diseases,
food that feeds us which is why I`m so sorry
To tell you that we burn them down
Cut them down with brutal machines at a rate of 40 football fields every minute.
That`s 50 % of all the trees in the world gone in the last hundred years. Why?*

- Group learners into small groups and ask them to work in groups and discuss the similarities and differences between the imagined future and facts in the poems
- Illustrate the photos on the screen, hand out the printed version of the poem, and ask each group to associate the images with the facts in the poem:

Post listening

Assign each group with different tasks:

Group A: describe the main idea of the poem with illustrations

Group B: write a letter to the future generation and state what you are leaving them(using verbs and expressions of probability)

Group C: write a short newspaper report (of 60-80) words about one of the distractions to the nature

Group D: Role play. You are a TV reporter preparing a video about life in Africa. You are asking local people about damage that is done to the environment. Interview them.

2. High-tech approach

While preparing this activity, Motteram's proposed framework was taken into consideration. According to his framework, one is supposed to emphasize whether a particular technology is accessible and flexible for all learners and target groups, whether instructional approaches meet learners` needs, whether technology provides interaction between learner and learner, learner and teacher, whether it is new and appealing enough to attract the learners, and whether it is used purposely to develop language skills [Motteram, 2011:303p].

Taking into consideration these criteria, a Padlet wall is used. This online tool allows teachers to prepare different tasks related to language skills, upload and download materials for learners, assign tasks, and conduct online discussions. Moreover, By connecting it to Corpus, learners can frequently use words, word collocations, and grammar structures and share them with their classmates. That is to say, it can help learners to learn language aspects inductively. If the first activity was based on enhancing the learner`s listening and speaking skills in collaboration, the second focuses on developing learners` reading, writing skills, and linguistic resources. Moreover, teachers can easily change the tasks for learners who prefer to learn

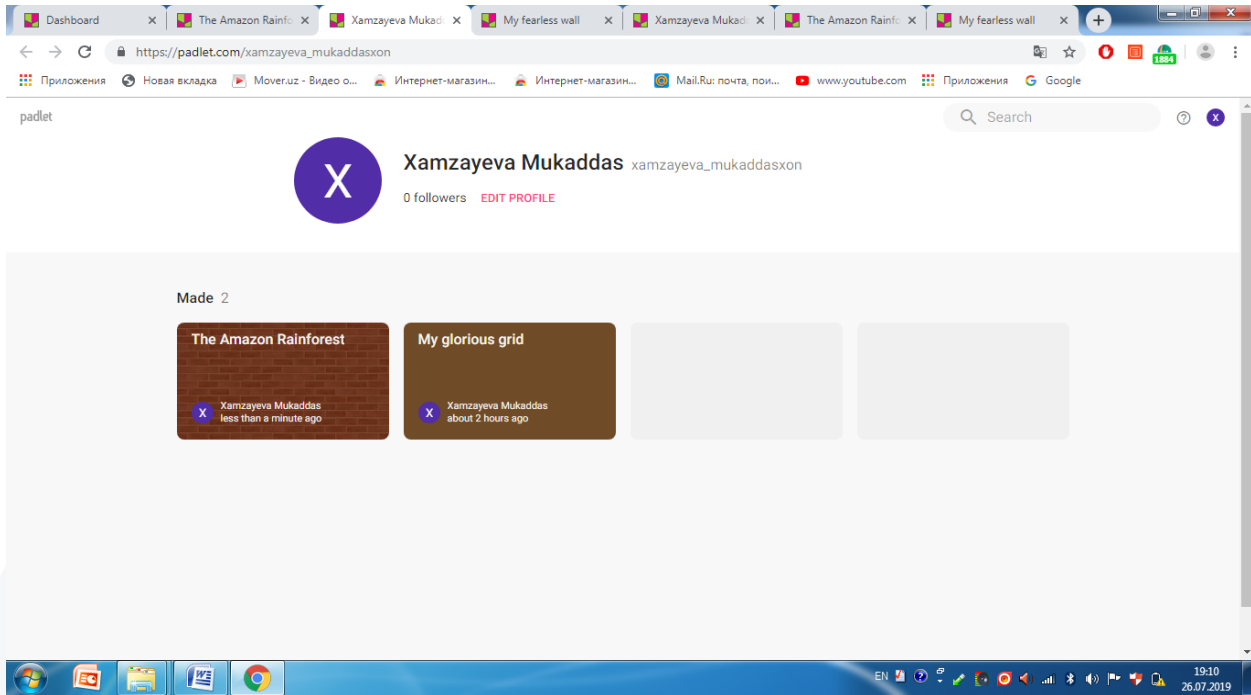




independently. This means that the technology used can meet learner`s needs not only in terms of language needs but also in terms of their multiple learning styles. Moreover, Padlet can be used for in-class activities or outside the classroom.

Activity 2: (High-tech activity) Padlet wall

Ask students to enter the classroom Padlet wall



Pre-reading

Task: Ask students to watch the video posted on Padlet and post their comments on the Padlet wall

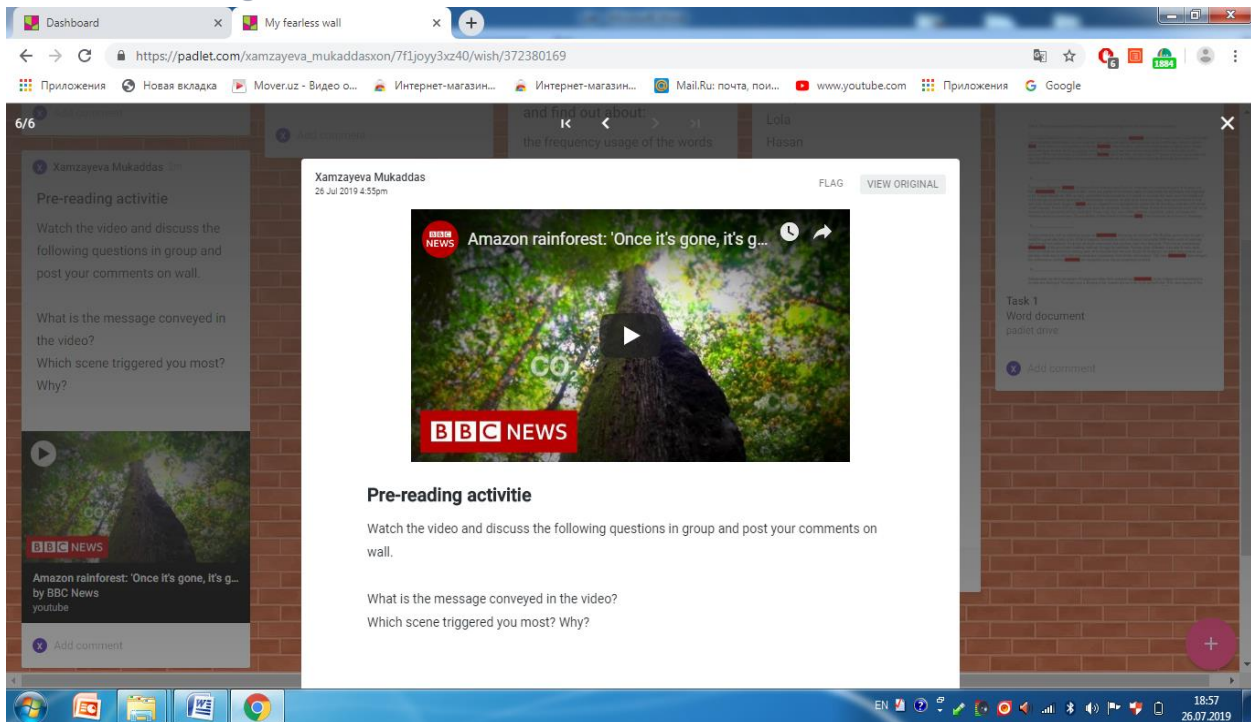
What is the message conveyed in the video? Support your answer by providing the evidence.

Which scene triggered you most? Why?

While reading

Ask students to skim /scan the passage and do

- Matching exercise
- Answering the questions



Assessment: Formal. Check the answers. Give 1 point per each correct answer (Matching Task- 4 questions, Comprehension check six questions)

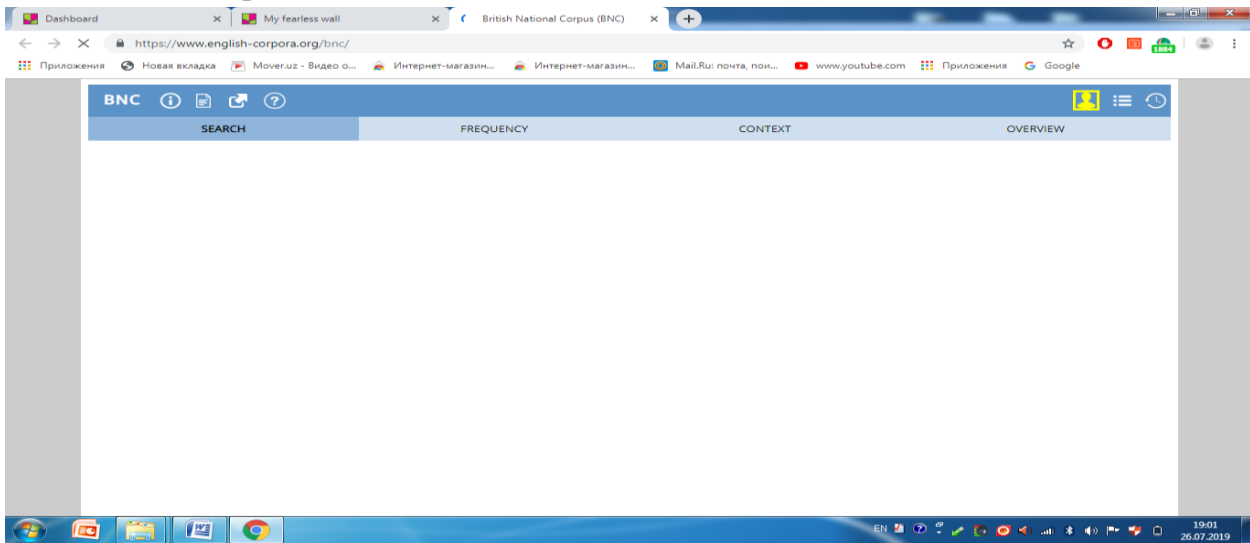
Vocabulary teaching: British National corpus

A. Group the class, forming four small groups. Provide each group with words and word combinations highlighted in the passage. Ask each group to use the link provided on the Padlet wall and find out the following:

- The meaning of the word
- The frequency usage of the word
- The word formations
- Collocations
- Making up examples by using active vocabulary and expressions of certainty (must, may, to be supposed to, to be likely to)

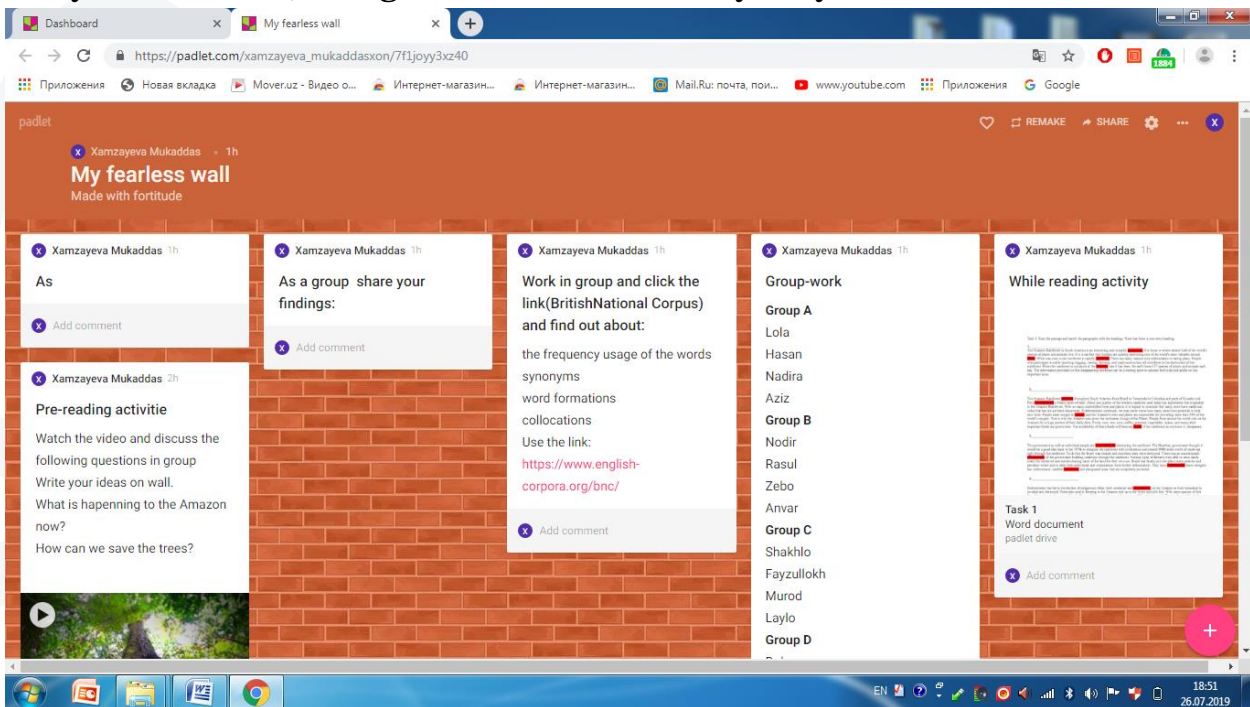
B. Ask each group to share their findings on the Padlet wall

Assessment: Informal. Check examples provided by each group. Give oral feedback to each group and explain mistakes.



Post-reading

Commenting: Ask students to watch the video again and leave their comments about why and how people must preserve the Amazon rainforest on the YouTube video shared by Padlet Wall, using the active vocabulary they learned.



3. Moderate level of technology use

The last activity is considered to be a re-design-based digital activity. According to Hockly (2012), this type of activity can enhance learners` paraphrasing skills and knowledge about issues of copyright and plagiarism, which are also essential skills to acquire[Hockly, 2012:108p.].





Activity 3. Parody (Moderate level of technology use)

(This task can also be used as a home task)

Pre-task: Questionnaire:

In groups of 4, develop five questions that you would like to ask from the World Environment Conservation Organization.

Ask each group to change the questions and rewrite them by paraphrasing

Assessment: Check the grammar, vocabulary, and paraphrasing skills used. Give oral feedback by explaining the mistakes.

While task:

Share the link to the video. Tell the students to watch short videos on YouTube about environmental problems (2-minute video) and take some notes. Then, rewrite the news by paraphrasing.

Post task:

Ask each group to parody and post the video on the Padlet wall. Each student in the group should watch and put their “likes” by clicking. Aware that they cannot vote for the video prepared in their group.

Conclusion

Piloting is the most practical application of the technology, as it must address the material's development at every stage of the learning and teaching process. When gathering information, one should consider effective teaching materials when analyzing needs. Similarly, while creating a lesson plan, one must consider how to present the lesson and what resources to utilize to engage learners. Multimedia integration into the classroom is complex since it takes time and experience to determine whether technology will advance education or merely be a waste of time and resources. The most effective way to apply the technology is to pilot, which can consider whether the material you will use is applicable regarding teaching methods, course syllabus curriculum principles, and desired outcomes.

Teachers are expected to receive positive feedback if they pay attention to each student individually, create lessons that take into account the needs of the students, assess the student's skills by differentiating instruction, and give the students a chance to evaluate themselves by working with students of various language proficiency levels. In other words, educators successfully guide students toward success. The function of these educators is that of a pursuer, looking for the most effective approach for language learners to study a foreign language over time and in various settings where each learner may feel comfortable and equal to interact and learn the language they are learning.





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