



THE EFFECTIVENESS OF THE USE OF COMMUNICATION TOOLS IN THE CLASSROOM IN ENGLISH

Nurbekova Shakhnoza Sheralievna

*Lecturer at the Department of Languages Tashkent Institute of Textile and Light Industry.
Uzbekistan.*

ANNOTATION

This article deals with issues related to the use of cell phones in an English lesson for the development of students' oral and written speech.

KEY WORDS: *phone, vocabulary, exercise, pronunciation, grammar, tasks.*

Эффективности использование средства коммуникации на уроках английского языка

Нурбекова Шахноза Шералиевна-

*Преподаватель кафедры Языков Ташкентского
института текстильной и легкой промышленности.
Узбекистан.*

Аннотация

В данной статье рассматриваются вопросы, связанные с использованием сотовых телефонов на уроке английского языка для развития устной и письменной речи студентов.

Ключевые слова: *телефон, словарный запас, упражнение, произношение, грамматика, задания.*

Purposeful use of mobile phones by students during English lessons in educational institutions has a positive effect on the effectiveness of the lesson. I have shown this in my own experiments.

This is simple activity that you can use as a warm-up. Students take out their cell phones and, in groups of three, discuss the favorite features of their phones. It can be anything they use regularly or that they really like. They talk about why they like the feature and what they use it for. Students who do not have a phone can describe a feature that they would like to have on a phone. Take this opportunity to have students practice using descriptive language, giving support for opinions, or making comparisons of different phones and their features.

Alternatively, have students talk about the least useful feature or application on their phone. They could discuss why they dislike it, why they don't use it, and how they might change it if they could design a phone. Below is sample language students might use in this activity.



-
- My phone is _____. (size)
 - It's _____. (color)
 - My screen is _____. (brightness and size)
 - I can listen to _____. (audio features)
 - I do/don't like phone's _____. (size, color, features)
 - My phone is a _____. (brand)
 - I can/can't (take pictures) with my phone. (capabilities)
 - Your phone has a (camera), but mine doesn't. (comparisons)
 - On my next phone, I would like _____. (desires)
 - My favorite/least favorite feature of my phone is _____ because _____. (opinion of feature using "because")

In many contexts, teachers lack material for listening practice. Cell phones have the potential to change that. You may not have access to recordings of "native speakers," but you can create your own short listening clips for students. Here are a few ways to make the most out of the voice-recording feature on cell phones:

- Record a newspaper headline or a short poem on your phone. Send it out to students in a text or via Bluetooth, then have them listen to it and try to recreate it by recording into their phone. Alternatively, plug in a speaker in class, play the recording a few times, and have students attempt to imitate it and record into their phones.

- Create video dictionaries. Students use their phones to record a list of vocabulary words, showing a picture of each item and pronouncing the name of the item at the same time. The goal is to help retention of the word for future use.

A number of projects have encouraged reading on mobile phones. West and Chew (2014) describe reading activities on mobile devices in developing countries and suggest that cell phones can be used to increase literacy. In areas that lack resources, people typically own cell phones that are simple and have limited access to data, and they tend to use talk and text functions more than apps. Below are descriptions of two activities that take advantage of the most basic features of a phone.

Vocabulary activity. Send an SMS to students with five vocabulary words per week or per day and have them find the definitions and/or practice using the words in context.

Dictation activity. The following suggestions require the cell phone to have recording function:

- Send a short recorded passage (60 seconds maximum) to students and have them listen to it and write out what they hear.
- For oral practice, have students record a passage (60 seconds maximum) and let others listen to it and write it down. Later, they can compare what they wrote with the original passage, and the teacher can focus on pronunciation, if needed.

This digital storytelling activity was adapted from tools for Digital Storytelling, which instructs learners how to create videos using cameras and computers software. Digital storytelling is a useful tool for language learning, and I wanted to do something similar without having to rely on using a computer to do the editing that a digital story needs. Using a cell phone allowed my students to record and view their work immediately and does the editing in real time. This real-time editing encourages natural repetition and revision, which includes students recording and then rerecording specific target-language structures or phrases and vocabulary they need to complete a task. Teacher can give the students a pronunciation or grammatical issue to focus on when listening to their recordings. This



activity can be done with beginning to advanced students. Below I outline a six-step process to create a cell phone story in a 90-minute period.

Keep the story short and focused. Tell students they are going to create a story with a defined purpose and audience. The story should be between a minute and a half and two minutes.

The list below gives suggestions for story topics and potential audiences. Remember that defining a purpose and audience makes creating the stories more meaningful.

- Introducing a visitor to your school or home (to low-level groups)
- Relating a story about an important or funny event in your life (to a friend)
- Explaining a cultural tradition (to a tourist)
- Illustrating how to make a family recipe (to a famous chef)
- Creating an advertisement for your city (to attract a tourist)
- Highlighting how to help a fellow student who is being bullied (to classmates/peers)
- Giving suggestions on how to give an effective presentation (to a first-time presenter at a conference)
- Explaining how a system or invention works (to engineering students)
- Making a public – service announcement for an action you want the city or community to take (to the city’s or local community’s board of directors).

In conclusion, working with students using their mobile phones in English lessons will bring new innovative ideas, which will serve as a unique basis for students to become fluent English speakers in the future.

REFERENCE

1. BBC.2017.Millions of Bangladeshis learn English with BBC Janala. www.bbc.co.uk/mediaaction/where-we-work/asia/bangladesh/bbc-janala.
2. Enge, K. 2011. *Elimukwateknolojia [Education through technology]-A bridge IT program: Summative evolution*. Washington, DC: USAID.
3. Irina, A. 2011. *A cell phone in the classroom: A friend or a foe? Paper presented at the European Association for Computer Assisted Language Learning (EUROCALL) Annual Conference, Nottingham, United Kingdom, August 31-September 3.*
4. Isaacs, S. 2012. *Turning on mobile learning in Africa and the Middle East: Illustrative initiatives and policy implications*. Paris: UNESCO.
5. Maghembe, J.A. 2009. *Harnessing the power of technology for rural education*. *Youth Magazine* 3:21-23. www.iyfnet.org/library/youth-no-3-policy-matter-harnessing-power-technology-rural-education
6. Rienders, H. 2010. *Twenty ideas for using mobile phones in the language classroom*. *English Teaching Forum* 48(3):20-25, 33.
7. Sad, S. N. 2008. *Using mobile phone technology in EFL classes*. *English Teaching Forum* 46 (4): 34-39.
8. Traxler, J. 2013. *Mobile learning for languages: Can the past speak to the future?* Monterey, CA: The International Research Foundation for English Language Education, 1-16. www.tirfonline.org/english-in-the-workforce/mobile-assisted-language-learning.
9. West, M., and H.E. Chew. 2014. *Reading in the mobile era: A study of mobile reading in developing countries*. Paris: UNESCO.
10. Zhang, H., W. Song, and J. Burston. 2011. *Reexamining the effectiveness of vocabulary learning via mobile phones*. *Turkish Online Journal of Educational Technology* 10 (3)
11. Nurbekova Sh. *Казан Молодой учёный* || Крешению проблем организации инновационной деятельности в вузах || 2021 41(383) С. 95-98