

IT IN TEACHING-LEARNING NEW ENGLISH VOCABULARY FOR AND BY PUPILS OF THE SCHOOL OF GENERAL EDUCATION

Aušra Spingytė, Rima Jasnauskaitė

Kauno kolegija/University of Applied Sciences

Abstract. The article deals with the issue using IT in teaching-learning new English vocabulary for and by pupils of the school of general education. Pupils do not want to learn many new words. For this reason, teachers have to think of some new ways to introduce and practice new vocabulary. Information technology (IT) is a decent method that can be incorporated into the process of teaching new English vocabulary. Technology-aided environment can be very motivating and helps to achieve success in the learning process of foreign language. The results of the research carried out in the school of general education revealed the fact that both junior and senior pupils for revealing the meaning of the word in English have chosen the same method – video and audio clips and they preferred games for practicing and testing new English words. At home, most pupils learn new English vocabulary by using IT: computer, Internet, video games, watching TV.

Keywords: methods of learning-teaching vocabulary, IT in learning language, IT in teaching language.

Introduction

The relevance of the research. In order to accommodate in this changing world full of digital information, to adapt the changes taking place, it is necessary to lifelong learn (Schabra, 2012). When Lithuania joined the EU, more opportunities to move within the European labor market appeared, and this led to popularity of foreign language teaching. In order to ensure the English language teaching and learning quality, you should start to use the most effective English language training tools and focus on learning strategies and technologies in the educational process. The use of IT in the lesson becomes inevitable (Altun, 2015).

Teaching and learning new English vocabulary can involve IT: Internet, television, computer, audio equipment (Laborda, Royo, 2007). Different IT tools can be used for junior and senior pupils in the school of general education. It is very important to determine which method can help to memorize new words, reveal their meaning and help pupils practice their communication skills.

The problem of the research. Teaching English lexis is always a problem at school. Pupils do not want to learn many new words. For this reason, teachers have to think of some new ways to introduce and practice new vocabulary. Information technology (IT) is a decent method that can be incorporated into the process of teaching new English vocabulary. Technology-aided environment can be very motivating and helps to achieve success in the learning process of foreign language. Therefore, it is very important for every foreign language teacher to use IT in teaching to help the pupils to learn new English words, to make the educational process more interesting and get closer to modern technologies. This theme is examined in the research of foreign scientists but it lacks the research done in our country. English language education quality improve-

ment theme of Lithuania carried out a few tests, so this area is relatively new and attractive scientific investigations.

The problem question is whether English teachers use IT in revealing the meaning of new English vocabulary and if the pupils of different age groups use IT while learning English lexis at school and at home.

The object is IT in teaching-learning new English lexis.

The aim is to reveal the importance of the use of IT in teaching-learning new English lexis for and by pupils of the school of general education.

The objectives are: to overview the theoretical characteristics of teaching-learning approaches and IT methods in teaching-learning process; to reveal the use of IT in teaching new English vocabulary by English teachers for pupils of different age groups at school; to expose the use of IT in learning new English vocabulary by pupils of different age groups at home.

The methods of the research: the theoretical analysis of the sources; the quantitative research – a survey with the questionnaire; the method of statistical analysis.

The use of IT in English teaching and learning process

Despite the latest technological progress, many English language teachers are still afraid of using computers and technology as a source for teaching English. Technology is a very helpful tool for teachers and students benefit from it as well. Therefore, teachers should take the advantage of technology and integrate it in their teaching style. Teachers can use computers, smart phones, tablets, smart boards etc. According to M. Altun (2015), these tools are very good motivation instruments. The new generation pupils are very good at technology and

they can use it for learning language. Using technology for teaching new English vocabulary satisfies both visual and auditory sense of the pupils. As S. D. Shyamlee (2012) states, *the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching*.

Multimedia plays a positive role in teaching English. Technology is growing together with English and in this way changing the communication. The neglect and ignorance of technological progress makes it harder to catch up with this progress. Therefore, it is very important for the English language teachers to go hand-in-hand with the latest technology and use Multimedia to give more colorful and beneficial lessons. Using the World Wide Web gives the teacher a chance to provide pupils with current, up-to-date material, as well as tidying up both the language and the culture. *Multimedia can enhance learning in different locations and institutions of diverse quality; present opportunities to students working at different rates and levels; provide repetition when repetition is warranted to reinforce skills and learning and compensate, in the short term, for high student populations and limited numbers of trained and experienced teachers – in combination with robust teacher development initiatives and improvements in teachers' working conditions* (Fitzpatrick, 2004).

The results of K. Purcell et al. (2013) research revealed that for 75% of teachers the internet and other digital tools *have added new demands to their lives, agreeing with the statement that these tools have a "major impact" by increasing the range of content and skills about which they must be knowledgeable*. In addition, this impact resulted in requiring more work for teachers. Integrating technology in English teaching can help to train pupils' information literacy, inspire their learning motivation and interests, enhance the effectiveness of learning; increase pupils' communication skills and makes pupils understand different culture (Wang et al., 2015).

According to Ch. Ch. Lin et al. (2014), vocabulary learning includes two types of knowledge existing: receptive (words used for comprehension in reading and listening) and productive (words used for communication in speaking and writing). Receptive knowledge gives the ability to understand a word in a context and productive knowledge helps to use this word in expressions. Receptive knowledge usually precedes and exceeds productive knowledge; therefore, both should be taken into consideration while teaching new English vocabulary. As Ch. Ch. Lin et al. (2014) suggested, *when production is emphasized, vocabulary acquisition should be centered on the quality of learning a small set of vocabulary*.

There are many methods to learn new English vocabulary, for example, using flashcards, learning through affix, collocations, association, etc. B. T. Wang et al. (2015) distinguished such teaching strategies as word family, compound words, collocation, semantic map, affix, context clue, etc. J. B. Son (2008) singled out teacher-made Web activities (e.g., quizzes, gap-fill exercises, drop-down questions, crosswords, jumbled-sentence exercises, jumbled-word exercises, ordering exercises, matching exercises). He also stated that incorporation of language games (crosswords and quizzes) could help pupils practice and test their learning activities.

Information and communication technologies (ICT) is a new method of teaching. It provides more interaction and makes pupils learning more effective. Computers develop critical thinking in pupils, develops pupils' communication and cooperation skills, problem solving and life-long learning ability (Wang et al., 2015). These authors are in favor of using iPad in teaching English and believe that it has its positive effectiveness: gets pupils motivated and interested in the learning process. Other technological resources such as audio (CD player, audiocassette recorder, MP3) and video (DVD players, videocassettes, web sources, the laserdisc and video cameras) devices, television and radio, telephone and computers makes the learning process easier and more effective.

Summing up the theoretical discussion on the use of IT in teaching-learning English, it can be stated that teachers should not be afraid to use modern technologies in new English vocabulary teaching and take advantage of their opportunities. The new age pupils are very capable in appropriating technologies and using them for learning purpose. This gives a broader possibilities and a more interesting way to learn.

Methodology of the research of the use of IT in English teaching and learning process

Research helped to find out the use of IT in teaching new English vocabulary at school by English teachers and learning new English vocabulary using IT at home by junior and senior learners.

The instruments of the research. The primary data was used for the research and for this purpose, the empirical quantitative research method – a survey – was carried out. The empirical research helped to accomplish these objectives:

to reveal the use of IT in teaching techniques applied by English teachers for teaching new English vocabulary at school;

to expose the use of IT in learning new English vocabulary by pupils of different age groups at home.

The sample size was counted by using the Rao-

soft sample size calculator. A 95% confidence level and a deviation factor of 0.05 are assumed. The population size is 218. In addition, the recommended sample size is 140.

The research was carried out in Kaunas N Gymnasium from 13 April 2015 until 30 April 2015. There were two groups of respondents: 5th-8th formers (junior) and 9th-12th formers (senior). Such demographic characteristics were determined: 46 per cent of male and 54 per cent of female respondents participated in the research. Junior pupils study in the 5th-8th form and senior pupils are in the 9th-12th form. Pupils filled out 140 questionnaires (71 from junior and 69 from senior pupils). The instrument of the research was compiled in accordance to the instrument of the research created and used by Katkuvienė (2007). Fifteen questions and statements, including Likert scale questions and closed-ended questions compiled the questionnaire.

Microsoft Office Excel 2013 program helped to process the primary data, create graphics, tables, correlation and other informative material for descriptive statistical analysis. The results of the research helped to find out the use of IT in teaching

techniques used by English teachers at school and in learning new English vocabulary by pupils at home.

The findings of the results of the use of IT in English teaching and learning process

One of the statement evaluated the English language classroom. The tendency was seen that the opinion of respondents depended on the English language classroom they were studying (Fig. 1 and Fig. 2). So 32 per cent of respondents think that their English language classroom is properly equipped, has a lot of high-quality video, audio equipment, accessories. Only 14 per cent of senior pupils think that their English language classroom is well equipped. While carrying out the research in school, the author of this article noticed that some English language teachers have newer audio and video equipment, interactivity blackboards and etc. and others have only simple blackboards, small computers with no CD / DVD-ROM and their classrooms need at least renovation. Classroom decoration, IT equipment are very powerful tools in the learning process.

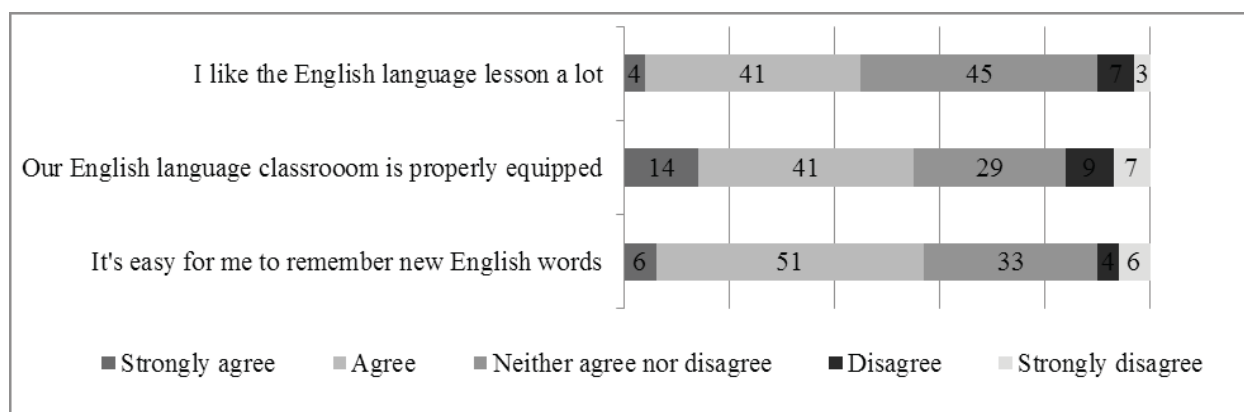


Fig. 1. The evaluation of the statements by junior pupils, (%)

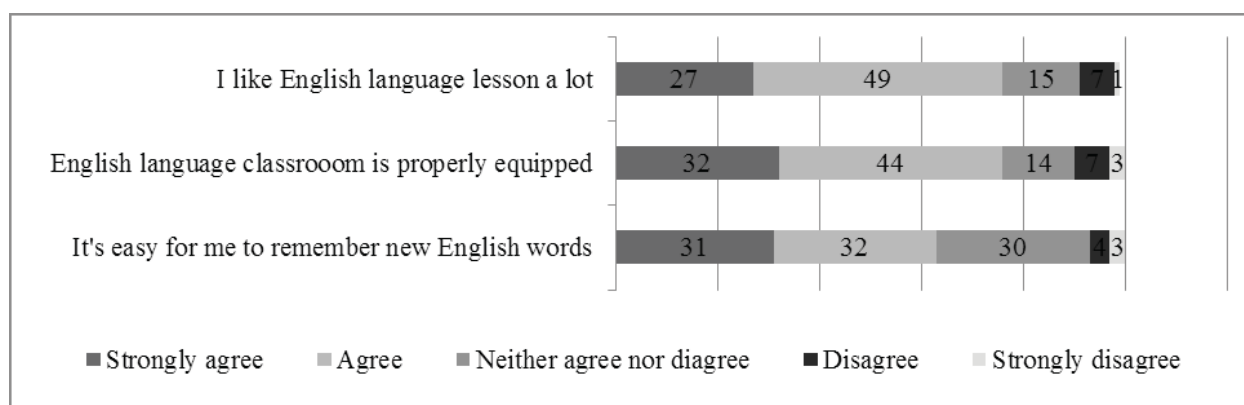


Fig. 2. The evaluation of the statements by senior pupils, (%)

The next question directly associated with the aim of the research – to find out if IT equipment was the most likeable method for revealing the meaning of the word. The answers to this question were very similar both for junior and senior pupils (Fig. 3). Both of them (21 per cent of junior and 22 per cent of senior pupils) found the use of video or audio clips the most applicable way of revealing English words. Video or audio tools actually are very significant ways to reveal the meaning of

the word. They help pupils to guess the meaning quicker and in a more interesting way. Senior pupils think differently – after video and audio clips, they like application of direct translation (17 per cent) and the revealing of the word meaning in the environment different from the classroom (12 per cent). Junior pupils liked the body language and facial demonstration (5 per cent) and senior pupils liked the application of synonyms and antonyms (5 per cent) the least.

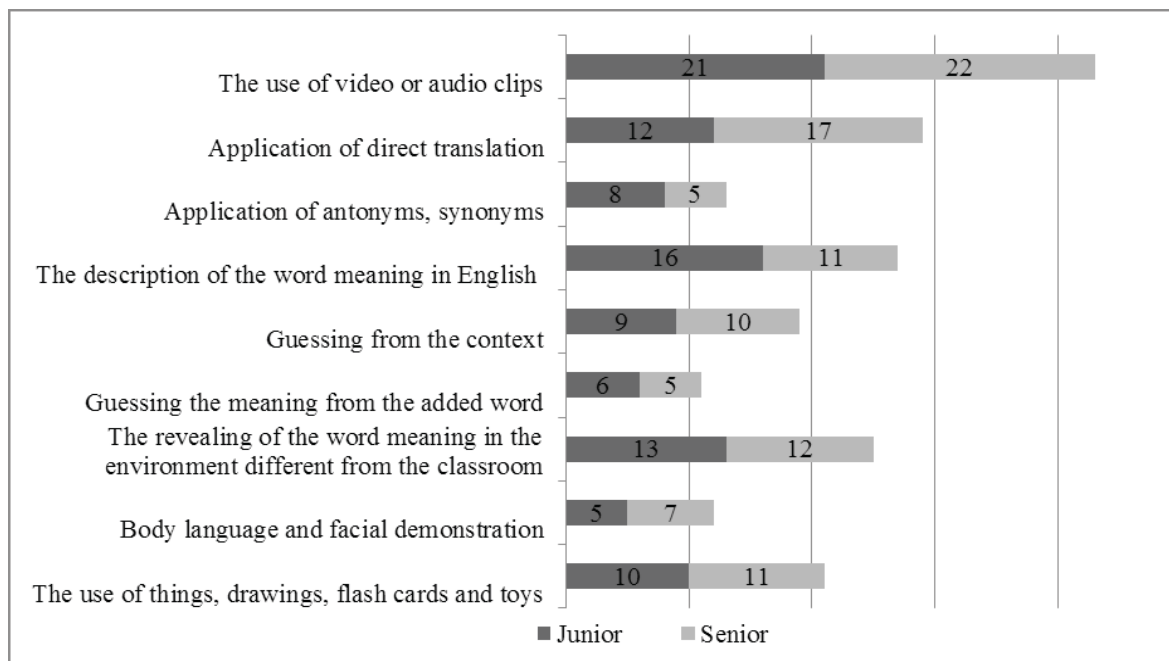


Fig. 3. The most interesting ways of revealing the meaning of English words (%)

In addition, it was appropriate to evaluate different methods of learning new English vocabulary. It turned out that learning from computer and Internet came in the second place (27 per cent of junior and 38 per cent) of senior pupils (Fig. 4). The most popular method of learning new English words was learning at school from the English language textbooks, teacher's given material, etc. (43 per cent of junior and 44 per cent of senior pupils). Therefore, it can be concluded that the most effective way of learning

new English vocabulary was not Internet but the English language lessons. The least popular methods, according to 5 per cent of junior and 1 per cent of senior pupils, are reading books and magazines in English and learning from parents, brothers or sisters (8 per cent of junior and 1 per cent of senior pupils). Learning new words from TV was in the middle. 16 per cent of junior and 15 per cent of senior pupils thought that way. It can be concluded that pupils do not like to watch English language channels on TV.

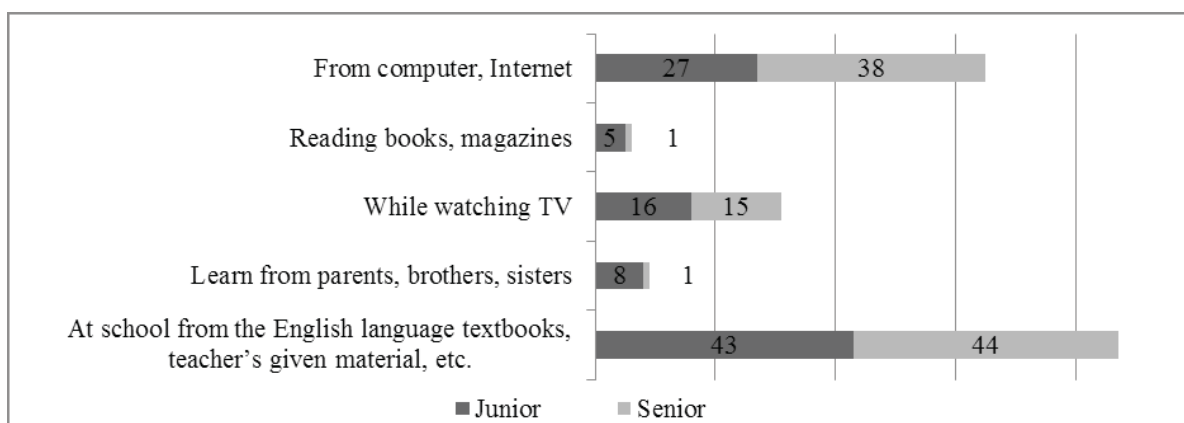


Fig. 4. The use of different methods for pupils to learn new English vocabulary (%)

Educational tools for learning new English vocabulary are also important. The pupils were asked what educational tools they were using at home to learn new English words (Fig. 5). Three top educational tools that help the pupils to learn new English vocabulary at home are: (a) computer (17 per cent of junior and 20 per cent of senior pupils), (b) Internet (17 per cent of junior and 19 per cent of senior pupils) and (c) study table (17 per cent of

junior and 17 per cent of senior pupils). Also the pupils use the English language dictionary (14 per cent of junior and 11 per cent of senior pupils) and TV programs in English (10 per cent of junior and 11 per cent of senior pupils). Encyclopedia is the least used educational tool at home (7 per cent of junior and 4 per cent of senior pupils) as well as books in English (9 per cent of junior and 7 per cent of senior pupils).

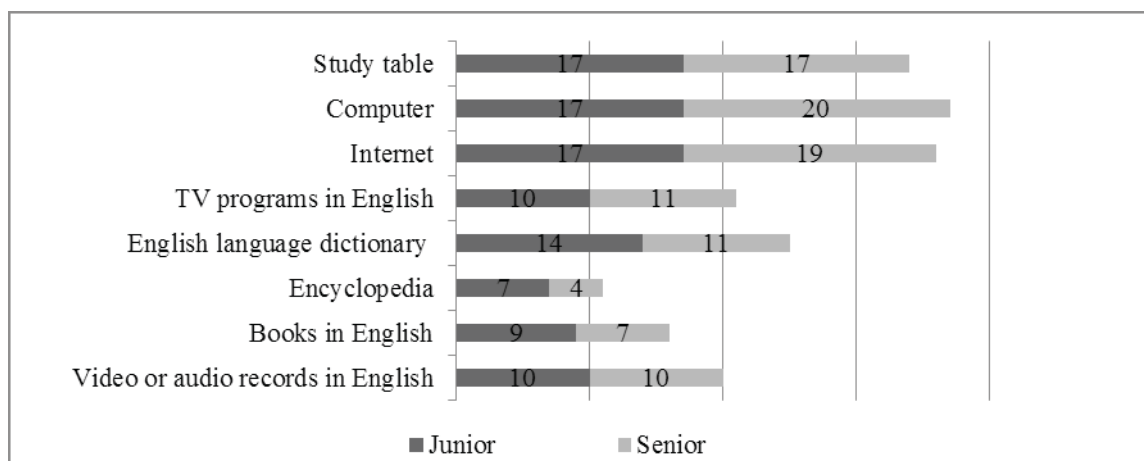


Fig. 5. Educational tools that pupils use for studying English at home (%)

Another important question is what the pupils do if they fail to learn new English vocabulary (Fig. 6). The research results showed that 35 per cent of junior and 45 per cent of senior pupils learn new words until they learn. It was nice to find out this answer because such pupils would never give up

and reach good results. Also it was interesting to find out who helps pupils when they have problems learning. 16 per cent of junior and 16 per cent of senior pupils try to use all educational tools they can get access to (including IT).

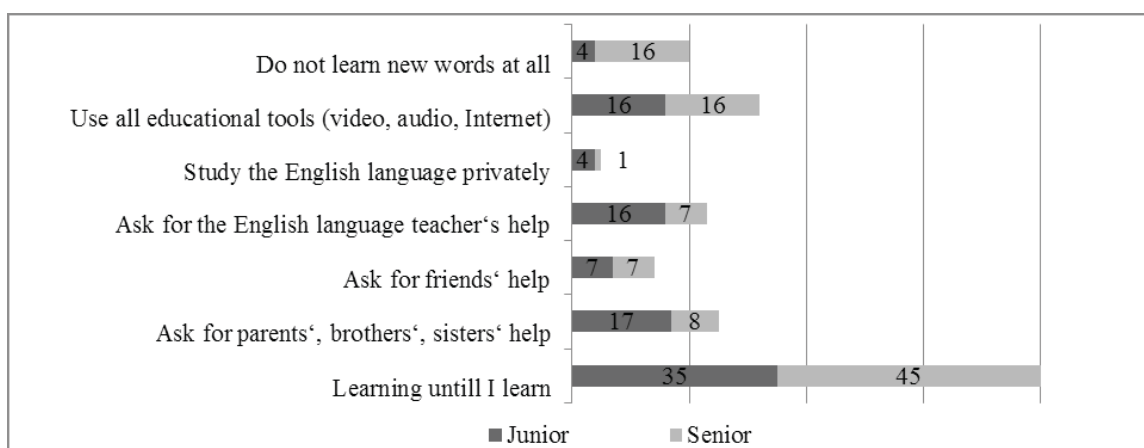


Fig. 6. Behavior of respondents if they fail to learn new English words (%)

It can be stated that both junior and senior pupils like the use of IT in revealing the meaning of new English words and different IT tools are used at home for learning as well. This generation lives in a highly diverse environment. Higher levels of technology will make significant inroads in academics.

Pupils will grow up with a highly sophisticated media and computer environment and will be more Internet perceptive and expert than their parents and teachers. That is why it is very important to use IT equipment at school to enhance the learning process of English vocabulary.

Discussion

The empirical research showed the use of IT in learning new English vocabulary of the pupils of general education. The tendency could be seen that junior pupils like the English language lesson, its classroom more than senior pupils. Speaking about the ways of revealing the meaning of the word in the English language lesson, it should be mentioned that both junior and senior pupils have chosen the same method – video and audio clips.

Most pupils of general education use different educational tools at home. The main educational tools the pupils have at home are: a computer, Internet and a study table.

Besides, the present research has several limitations which offer different perspectives for further examination. First, this study only concentrated on new English vocabulary learning from the aspects of the pupils and did not include teachers' opinion. Different results might be obtained if the study also looked at the way the teachers introduced and practiced new English lexis at school using IT. Future researchers can widen the scope of investigation by performing comparative studies across different education level. Second, this study only focused on pupils of general education in Karmelava B. Buracas gymnasium. Since new English vocabulary learning ways and methods are similar for schools across Lithuania, this study suggests similar future research to be replicated with a larger sample that includes more Lithuanian schools from different cities, towns and villages. The use of a larger sample helps to generalize the findings of the study.

In summary, the study results have provided support for the key propositions. Moreover, this research helped to answer all of its objectives, which aimed at analyzing the ways of learning new English vocabulary using IT.

Conclusions

1. Some teachers still afraid to use IT in teaching new English vocabulary. Teachers should not be afraid to use IT in their English classes because it motivates pupils more and gives better learning opportunities. The results of the research revealed that the English classrooms need IT renovation. Only some of them have newer audio and video equipment, interactivity blackboards and etc. and others have only simple blackboards, small computers with no CD / DVD-ROM. IT equipment is a very powerful tool in the learning process. The tendency could be seen that both junior and senior pupils like the use of video and audio clips for revealing the meaning of new English lexis. These tools help pupils to guess the meaning quicker and in a more interes-

ting way. Pupils use such main educational tools at home: a computer, Internet and a study table. At home, most of the pupils have a study table, a computer and an access to the Internet, audio or video clips and TV programs in English. So both junior and senior pupils use IT tools for learning new English vocabulary at home.

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IT NAUDOJIMAS ANGLŲ KALBOS ŽODYNO MOKYMUI IR MOKYMUI SI PAGRINDINĖJE MOKYKLOJE

Santrauka

Straipsnyje analizuojami naujo anglų kalbos žodyno mokymo ir mokymosi klausimai naudojant IT bendrojo lavinimo mokykloje bei namuose. Mokiniai nėra linkę mokytis naujo anglų kalbos žodyno. Dėl šios priežasties mokytojai turi naudotis naujais būdais naujam žodynui pristatyti ir įtvirtinti. Informacinės technologijos yra puikus metodas, kuris galėtų būti įtraukiamas į anglų kalbos žodyno mokymo procesą. Technologijų pagalba mokymosi aplinka gali tapti motyvuojančia ir padėti siekti geresnių rezultatų užsienio kalbos mokymosi procese. Bendrojo lavinimo mokykloje įvairūs IT metodai gali būti naudojami tiek jaunesniesiems, tiek vyresniųjų klasių mokiniams. Šis straipsnis atsako į problemą: klausimą, ar anglų kalbos mokytojai bendrojo lavinimo mokykloje naudoja IT priemones naujo anglų kalbos žodyno mokymui ir ar šias priemones mokymuisi taiko skirtingų amžiaus grupių mokiniai namuose. Straipsnis pateikia teorinę pagrindinių žodyno mokymo-mokymosi metodų bei strategijų analizę ir atskleidžia žodyno mokymo etapus. Tyrimo metu taikytas kiekybinio tyrimo metodas: apklausa raštu su klausimynu ir statistinė duomenų analizė. Tyrime dalyvavo 140 gimnazijos 5-12 klasių moksleivių. Tyrimo rezultatai atskleidė tendenciją, kad jaunesniųjų klasių moksleiviams yra lengviau įsiminti naujus anglų kalbos žodžius. Lengviausiam anglų kalbos žodžio reikšmės atskleidimui tiek jaunesniųjų klasių, tiek vyresniųjų klasių moksleiviai pasirinko vaizdo ir garso įrašus. Taip pat abiejų tirtų grupių atstovai pažymėjo, jog mokykloje trūksta naujos IT įrangos – tik keli anglų kalbos kabinetai turi audio, video įrangą, interaktyvias lentas. Namuose tiek jaunesnės, tiek vyresnės amžiaus grupės mokiniai naudoja IT priemones anglų kalbos žodyno mokymuisi. Mokiniai pasirinko žaidimus, dialogus ir neoficialius testus kaip geriausius būdus įtvirtinti naują anglų kalbos žodyną ir jį patikrinti. Šios priemonės mokymosi procesą daro įdomesnį ir efektyvesnį.

Raktiniai žodžiai: anglų kalbos žodyno mokymas(sis), IT anglų kalbos mokymo(si) procese, IT naudojimas pamokoje

Information about the authors:

Aušra Spingytė. Kauno kolegija / University of Applied Sciences, Kedainiai Jonas Radvila Study Centre, the graduate of the study program of English and another foreign language pedagogy, master student of KTU, the study program of Educology, English language teacher at Kaunas Bernardas Brazdionis school. Research interests: didactics and practice of the foreign language.
E-mail: ausra2003@gmail.com

PhD Rima Jasnauskaitė. Associate Professor at the Kauno kolegija / University of Applied Sciences, Kedainiai Jonas Radvila Study Centre. Research interests: foreign language teaching didactics in the context of higher education and non-formal adult education.
E-mail: rima.jasnauskaite@go.kauko.lt