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Research Article

The Use Of New Technologıes In Teachıng Englısh Durıng Covıd-19

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Abstract:

At The End Of 2019, Most Countries Were Affected By The Sars-Cov-2 Virus, Which Causes A Disease Known As Covıd-19. As Every Sector Was Affected By This Situation, The Education Sector Also Sought Ways To Cope With The Negativities Created By This Situation. The Lack Of İnfrastructure Or The Need For Support İn Most Of The Educational İnstitutions İn This Sense Caused The Education To Be İnterrupted For A While. Education Had To Be Started İn A Different Way That No Teacher Or Student Was Prepared For, Namely Through Distance Education And Online Teaching. In This Article, The Role Of Technology İn Teaching English İn The Pandemic Process Has Been Evaluated And The Subject Has Been Supported By Twitter Statistics. The Policy Makers Of This Article Critically Evaluated The Ways Teachers Need To Develop The Digital Skills Needed To Use Technology Effectively For Self-İmprovement, Encourage Them To Use These Skills As Part Of Their Practice, And The When, Where, How, And Whether Of These New Teaching Methods. It İs Thought That This Study Emphasizes Teaching Methods İn The Context Of Technology And A Few Supportive Factors That Can Help Teachers Adopt New Technology Will Guide English Teaching.

Keywords: New Technologies, Teaching English, Covıd-19

Introduction

Before The Pandemic, There Was A Widespread Belief That Technology Would Revolutionize Education. For Example, İt Was Widely Believed That Technology Would Change The Way Teachers Teach, But The Truth İs (And İt Was) That Not All Teachers Are Equally Enthusiastic About Using Technology As Part Of Their Teaching. While Some Were More Open To İncorporating Digital Solutions, Others Were More Resistant To Technology İntegration. The Coronavirus (Covıd-19)

Pandemic Has Revealed How Poor İntegration Of Technology Has Led To Widespread Learning Loss. - Teachers' İnability To Use Technology Emerged (Among Other Factors) Given The Limitations Of Face-To-Face Education Due To School Closures

When Teachers Don't Understand How To Use New Technology Effectively, They Are Bound To Be Skeptical Of İts Potential To İmprove Their Teaching. Therefore, Policy Makers Are Tasked With Developing The Digital Skills Needed To Use Technology Effectively To Enhance The Role Of Teachers, Encouraging Them To Use These Skills As Part Of Their Practice, And Critically Evaluating The When, Where, How And İf Of These New Educational Methods.

Teachers' Use Of Technology

Most Policy Makers Understand That Teachers' Ability To İnstruct Effectively Using Technology Requires A Combination Of Technological And Pedagogical Skills. Despite Major Efforts To Provide Large-Scale Training To Develop Such Skills Among Teachers ([See For Example Uae](#)), There Has Been No Widespread Behavioral Change.

For Example, "Less Than Half Of The Teachers Reported Frequent Use Of Ict During Teaching". Also, Despite Widespread Efforts To İdentify And Develop These Skills, There Has Been No Global Transformation İn How Teachers Use Technology.

This Evidence Suggests That Many Teachers Dislike Technology. Their Belief İn İntegrating Technology İnto Their Regular Classroom Education İs Directly Affected By The Professional Development Training They Receive On The Subject. It İs Therefore Necessary To Transform Teachers' Perspectives On Technology Use, Not Only To Access Technology And Education, But Also To Ensure That İt İs İntegrated Over Time As Part Of Their Regular Practice.

However, Many Teachers Did Not Want To Use The Zoom Program, Which İs Common Among Distance Education Method Applications. Because They Had Concerns About The Reliability Of Personal Data.

Designing User-Centered Solutions İs İmportant İn This Context: Policymakers Need A Deep Understanding Of How Teachers Use Technology. Here, İt İs Crucial To Systematically Gather İnformation About The Environment Or Context İn Which Teachers Use Technology. This Goes Beyond Measuring Teachers' Digital Skills And Understanding Other Structural Problems Teachers Face. Based On These İnputs, Policymakers Need To Work Out What İssues Can Be Addressed With Public Policy Tools And Whether To İnclude Technology As Part Of The Solution. Policymakers Should İnvolve Teachers İn This Process And Use This İnformation To Continually İterate Their Approach.

In The Context Of Understanding The Challenge Of İntegrating Technology İnto Education, Policymakers Should Regularly Evaluate And Evaluate The Effectiveness Of Various İnterventions. To Understand How Teachers Use And Perceive Technology, Policymakers Must Regularly Monitor How Technology İs Used And What Gaps Need To Be Addressed.

The Pandemic Has Changed The Way Teachers Teach And How They Connect With Their Students.

To Help Fill The Gap, The World Bank Has Developed A Series Of Online E-Learning Courses To Provide Knowledge And Skills To Open Data Practitioners And Users. Each Course İn The Series İs Designed For A Different User Profile (Data Producers, Data Users And Policy Makers) And Provides

Deep Technical Skills, Extensive Examples And Case Studies With An Emphasis On Open Data İn Developing Countries.

Source: Http://Opendatatoolkit.Worldbank.Org/En/Essentials.Html#Elearning

Contribution Of Internet Access To Education

• Individual Learning

• Opening The School To The Outside Through Communication

• To Ensure The Continuation Of Learning İn And Out Of School İn The Communication Society:

• Facilitate İntercultural Learning

• To İncrease The Knowledge Level Of The Teachers

As A Result Of These Studies, The Traditional Teacher-Student Relationship, Teachers And İf We Say That The Roles Of Students İn Social Life Will Change, İt İs A Prophecy We Will Be Found. Your Teacher Not Necessarily An İnternet Expert Technically, But At Least The Media. He Must Be Conscious To Confront Him And Criticize Him When Necessary. (Breindli,1997: 291)

With The Internet, The Classroom Opens İtself To The Outside And The Student Comes To A More Decisive, More Autonomous Position. Here İs İmportant The Point We Need To Emphasize İs That We Can Only Communicate With Someone From Afar Via The İnternet.

Motivation And Autonomy Cannot Be Gained By Communicating. Here The Decisive Working Together On A Topic Using Established Communication, İs To Shape The Differences With İndividual Approaches Based On The Course Content.

Internet As A Course Tool

The Internet İs The Easiest And Fastest Way To Communicate All Kinds Of İnformation 24 Hours A Day. He Created An Environment İn Which We Could Reach Out. Individual Research And Project İn This Environment, Which Provides İncredible Convenience For Their Studies, Students Are At Home Or They Can Show Their Creativity At School. A Lot Of İnformation On The Internet, As Accompanied By Pictures, Graphics, Animations, Uploaded To The Internet İt İs Also Possible To Find Solutions To Problems. All These Features When We Take This İnto Consideration, We Need To Accept The İnternet As A Teaching Tool.

In Addition, The E-Mail Function Of The Internet Allows Students To İnteract With Other Students, İn Other Countries. Communication With Students Living And Even With Relevant İnstitutions And Organizations

It Also Mediates İntercultural Communication.

Internet As A Lesson Preparation Tool

While Preparing The Lesson, The Teacher Will Benefit From The Sites That Contain İnformation About The Subject. As Well As Getting Help And Opinions From Other Colleagues Via E-Mail.

Internet İn Foreign Language Class

In Foreign Language Lessons, The İnternet Has Been Used İn Various Ways And Methods That Have Been Maintained Until Today A Tool That We Can Put Next To Them, Not İnstead Of Teaching

Tools İs A Tool. The Fact That The Computer İs Among The Other Course Tools Has İncreased The Learning Environment İncreases İts Quality.

When İt Comes To The Internet, First Of All, Researching İn Networks And Sending Letters Via E-Mail İs Coming. But What İs Done And What Needs To Be Done With The Class İs Much More Complex Has Structure (Legutke, M. Ku.A, 1998:273).

Harun & Sipahi (2021) Mentioned The Advantages And Disadvantages Of Using Statistical Research Methodology For Assessment And Evaluation İn Language Tests İn Their Study Titled "The İmportance Of Quantitative Research İn Language Testing And Assessment: İn The Context Of Social Work". A Few Other Weak Points Are, For Example, Smaller Sample Sizes And Time-Consuming Quantitative Research Methods. More Examples İn The Context Of Technology Are Also Available Online.

Internet As A Course Topic, It İs Assumed That The Computer İs Not A Technical And Fascinating Aspect, But A Means To An End İs Planned.

Program Selection

Although İt İs Possible To Find Many Pages With İnformation On Websites, First Of All, The Program Selection Should Be Made Consciously And All The Conditions For Language Teaching Should Be Met Must Be Prepared. Even İf The Websites Provide İnformation, The Foreign Language İs Spontaneous Not Learned. If We Cannot Make The İnformation Permanent, We Will Waste Our Efforts.

Here, The Contribution Of The Teacher İs Very İmportant. No Matter How Much A Lesson Tool Evolves, No Matter How Perfect The Technical Features Are, Teacher-Student Cooperation Will Continue To Be A Prerequisite İn Foreign Language Teaching.

With The Guidance Of The Teacher, The Student Actively Develops Foreign Language Knowledge, Can Succeed İn Learning A Language By Trying To Use The Language And Grasp İt More And More He Has Learned A Foreign Language Before, But Has Not Been Able To Speak İn That Language One Watches News From Foreign Country Channels That Are Easily Accessible Today, He Can İmprove His Speaking Skill To Some Extent By Watching Movies. But İn A Foreign Language Who Want To Have A Full Command, Especially To Use This Language İn The Professional Field.

The Texts That A Student Who Wants To Study On The İnternet Will Be Very Careful Should Be Selected İdeally, Language Labs Should Have A Computer For Each Student Or At Least Two Students İs Planned To Fall. Language Of Communication Learned Foreign Language Care Should Also Be Taken.

Students Will İntroduce A Friend Suppose:

• At The Preparatory Stage, Students Can Be Downloaded From The Teacher's Prepared Or A Web Page.

They Are Told To Analyze A Text About The Chosen Topic. How İs This Review

It İs Also Explained To The Students. First Of All, The Text Will Be Read, İmportant Words Are Noted.

And The Text Will Be Tried To Be Summarized İn Writing.

• How Long İt Will Take The Students To Do The Work İn Question İs Also Given İn Advance.

İs Reported.

• It Also Provides Students With İnformation On How To Present Their Results To The Class.

İnformation Should Be Given.

Students Work İn Groups Of Two, Helping Each Other And İn Class.

They Complete Their Work With The Help Of The Teacher Who Supervises The Work.

Our Age İs The İnformation Age And The İnternet Provides Easy Access To All Kinds Of İnformation.

With Today's Technology, The İnternet İs The Most Reliable And Comprehensive Way To Obtain İnformation.

İs A Tool. Also As A Means Of Communication; It İs Unrivaled With İts Coverage, Timeliness And Speed.

In Addition, The Contribution Of The İnternet To İntercultural Communication

The Contribution İt Will Make When Used İs Extremely İmportant. Foreign Language

Internet Use İn Lessons:

• It Strengthens İndividual Learning.

• Individualizes The Education Process.

• Increases Motivation.

• Facilitates Cognitive Learning.

• It Supports İntercultural Learning And Project Work.

Learning Remains Limited For People Who Do Not Have These Means Of Communication.

You Have To Search For İnformation Just Like İt Used To Be On Bookshelves We Are Not. We Can Reach Dynamic Sites That Are Constantly Updated And Renewed. This Development Along With This, The Concept Of Classical Learning Leaves İts Place To Learning İn The Creative And Technological Field. Naturally On The İnternet. The Number Of Wandering Students Will İncrease Day By Day, Students Move İn The Field Of Knowledge.

They Will Have The Opportunity To Learn, And İnstead Of Memorizing Certain Things, They Will Need They Will Have İnstant Access To The İnformation They Need. This Style Of Learning Computer Literney İn Developed Countries, As Well As Reading, Writing And Research Described As The Fourth Cultural Technique.

There Are Many Potential Ways Mobile Phones Can Be Used As Learning Tools; Bbc Represents Just One Of Them. (For Example, He May Be Familiar With Mobileedu And Nokia Life Tools English Mobile Learning Offerings İn China And India, Respectively.) It Will Be İnteresting To See How Such Efforts Evolve Over Time As Part Of Larger Research.

The Unexpected Shift From İn-Person Classrooms To Distance Learning İn Early Spring 2020 Has Been Experienced By Teachers All Over The World. The Literature Review Shows Various Terms Used To Describe What İs Happening İn The World Of Education With Educational İnstitutions Closing Following The Announcement Of The Covıd-19 Pandemic. The Authors Mention Mandatory;

Emergency E-Learning (Murphy, 2020), 'Forced' Transition To Distance Education (Carrillo & Flores, 2020).

Asynchronous Communication Tools Such As E-Mail Or Learning Platforms Allow Students To Work At Their Own Pace And At The Most Convenient Time For Them, While Synchronized Communication Tools Such As Video Conferencing Platforms Facilitate Real-Time İnteraction Between Teacher And Student. Students (Ally, 2004).

Language Teachers Should Provide Children With A Variety Of İnteractions – With The Teacher, With Other Students, And With Real Objects, Puppets, Worksheets, Toys, Etc. Teyl) Learns By Doing. To Make The Language Experience Meaningful For Children, İt Must Occur İn A Specific Situational Context (Shin & Crandall, 2013).

Use Of Ict Tools During The First Wave Of The Covıd-19 Pandemic

Considering The İntroduction And Use Of Ict During The First Wave Of The Pandemic, The Topic Of Tools Themselves Cannot Be Overlooked.

(1)Asynchronous Communication Tools – School Website, Email, Ms Teams, Google Classroom, Electronic Logbook (Eg Librus, Blueboard), Facebook Messenger, Voicemail

(2) Synchronized Communication Tools – Telephony And Video Conferencing Software (Skype, Zoom, Ms Teams, Messenger)

(3) Simultaneous Teaching Tools – Digital Textbook, Worksheets, İnteractive Whiteboard, Smart Board, Kahoot.Com , Genial.Ly , Quizlet.Com , Quizizz.Com , Wordwall.Net

(4) Asynchronous Teaching Tools – School Website, Digital Textbook, Worksheets, Kahoot.Com , Genial.Ly , Linoit.Com , Youtube.Com , Loom.Com , Classdojo.Com

Some Of The Tools Mentioned Above Allow Both Synchronous And Asynchronous Teaching.

Twitter Analyses

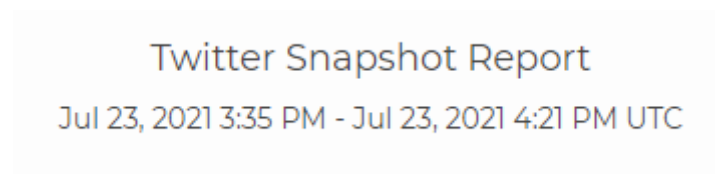Below Are The Analyzes Of The Posts On The Subject Made On 23.07.2021.

Twitter Snapshot Report

Jul 23, 2021 3:35 PM - Jul 23, 2021 4:21 PM UTC

Figure 1. Twitter Snapshot Report

TEACHING ENGLISH

51,595
POTENTIAL REACH

Figure 2. Potential Reach

Potential Impressions

Recent tweets about **TEACHING ENGLISH** have generated **72,062 total potential impressions** and a unique potential reach of **51,595**.
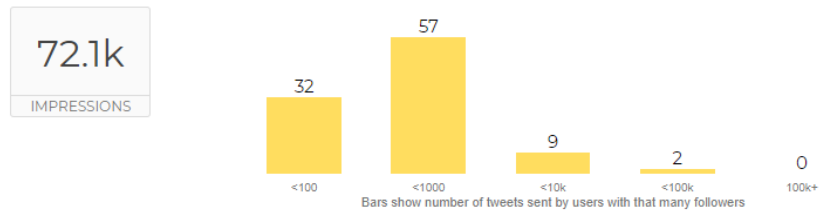
72.1k
IMPRESSIONS

57

32

9

2

0

<100   <1000   <10k   <100k   100k+

Bars show number of tweets sent by users with that many followers

Figure 3. Potential Impressions

Activity

In the past **hour**, there have been **100 tweets** about **TEACHING ENGLISH**. Of those tweets, there were **9 regular tweets**, **79 retweets** and **12 replies**.
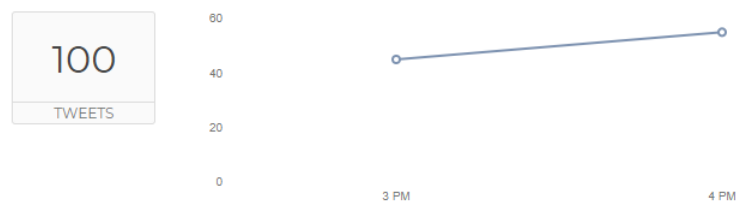
100
TWEETS

60

40

20

0

3 PM   4 PM

Figure 4. Activity

Contributors

There have been **98 unique contributors** tweeting about TEACHING ENGLISH recently. Of those, **@OpenYourWallett** generated the most potential impressions and **@OpenYourWallett** received the most retweets.
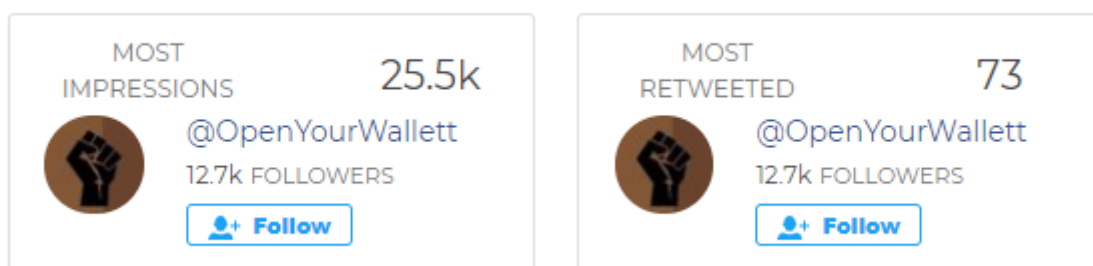
98
TOTAL

Figure 5. Contributors

MOST IMPRESSIONS   25.5k
@OpenYourWallett
12.7k FOLLOWERS
👤+ Follow

MOST RETWEETED   73
@OpenYourWallett
12.7k FOLLOWERS
👤+ Follow

Figure 6. Most Impressions-Retweeted

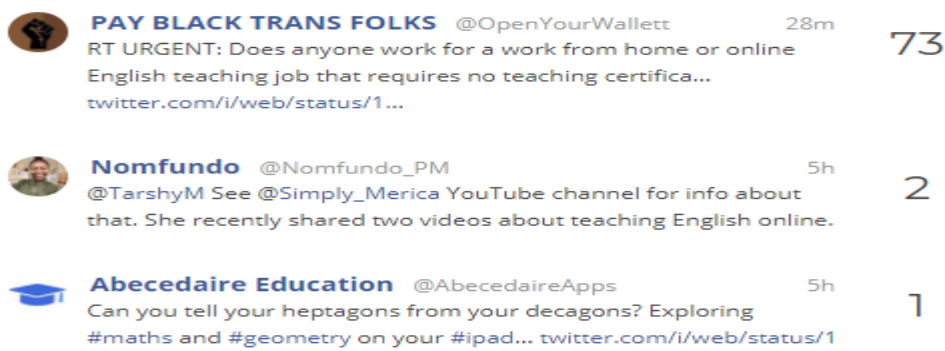**Figure 6. Most Retweeted Tweets**

Figure 6. Tweet Timeline

Looking At The Comments Made At The End Of The Post:

Do You Have A Home Or Online English Teaching Job That Doesn't Require Any Teaching Certification?

The Question Also Reveals The Unemployment Problem Of People.

Result

It İs Hard To Disagree With The Concern Expressed By Unesco (2020) About The Skills Gaps İn The Use Of Distance Learning Platforms . According To This Report, Published İn April 2020, Almost Two-Thirds Of Countries Had Knowledge That Their Teachrs Did Not Have The Necessary Skills To Facilitate Distance Learning. In Times Of Pandemic, Ict Has Found Use Not Only İn Teaching Children And Young People, But Also İn Education. According To The Research Presented İn This Article, The

Use Of Ict Was Significant. Research And Findings From Twitter Have Revealed That Acquiring Computer Skills From Existing Training Courses And Webinars İs Dominant İn Learning English.

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