

DISTANT TEACHING TOOLS IN FOREIGN LANGUAGE TEACHING

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The present world situation makes all the population work and study in distance so that to survive and continue the started work. This has become especially essential for teachers, who have to adapt from face to face teaching to distant online one. This transfer seems to follow the same format of face to face teaching, as the teacher organizes and distributes files through presentations, composes and conducts tests, answers questions that is aimed at assessing whether students understand the distributed information, shows videos that involve visual learners, regularly supports the students' academic performance and provides feedback.

For this purpose, many university teachers in Uzbekistan have been using different educational tools, i.e. internet sites, services, platforms and others so that relatively to follow the requirement put by the Higher Education Ministry and the government.

Distant teaching and learning have become very convenient for every participant of the process as the modern online educational services facilitate students' interaction, are fully customized and easy to use, help teachers to reach a mass audience, their mobile versions are available with good customization features, handy automation tools, 24/7 support and gamification elements.

By the specialists these tools are typically categorized into two asynchronous and synchronous ones. Although there is one more which is called hybrid or blended[1].

Asynchronous tools in online teaching mean not live communication, possibly more convenient and flexible in time for both students and teachers, and allow learners to work at their own pace.

Synchronous tools in online education require teachers' conducting and students' learning at the same time, more engaging and effective as well as allow for instant feedback and clarification.

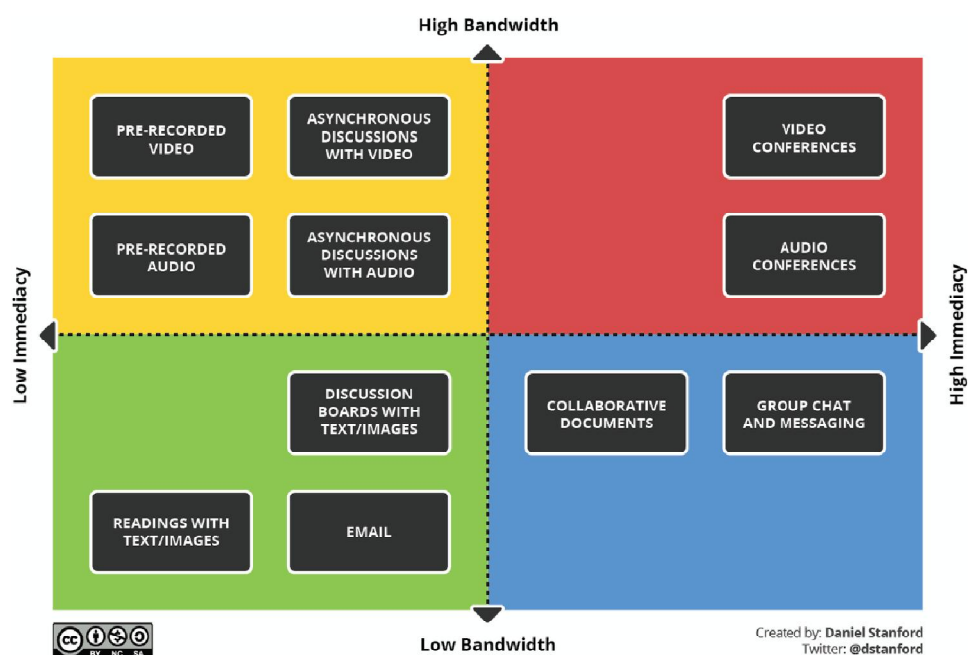
Asynchronous tools involve discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses and others.

Synchronous tools are virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling, etc.

These two tools can be tied and turned into hybrid or blended type when the definite ones are blended together according to the topics and objectives for delivery.

Researchers accentuate that when we blend live and self-paced means, we tend to achieve better outcomes than either alone.

The following categorized chart created by Daniel Stanford shows clearly the efficiency of tools that are widely used worldwide in online education. These four-colored quadrants in the chart make us, as foreign language teachers, approach to the remote teaching from different angles and create more inclusive learning experience for students [2].



According to Stanford the Green zone reflects underappreciated workhorses. This zone involves readings with text or images, discussion boards with text or images and email. We agree with his view that although these types of assignments seem to be not so lively, they are very practical and basic for further development.

The Blue zone indicates practical immediacy. This zone covers collaborative documents and group chat and messaging both between teacher and students and among the students themselves. Collaborative documents could be edited, commented among participants as well as writing feedback each other's work. Group chats and messaging are available in many free apps and easy to use for educational purposes with no scheduled time.

The Yellow zone implies audio and video on demand. It indicates the efficiency of pre-recorded videos and audios in online teaching and learning for both teachers and students. The teachers can record their lectures, explanations, answers while the students can ask the lecturer's questions and respond to requests and send to the addressee mail or upload to their university platforms. The communication between teacher and students happens asynchronously in their convenient time and place.

The Red zone, according to the author refers to natural conversations at a cost. This zone is red because it relates to high bandwidth and high immediacy that can be done by videoconferencing tools like Zoom or Skype. It is very preferable when the participants of the lesson process really need to see and hear each other in real time especially when teaching foreign language. Alas, this method of teaching is one of the most inflexible and bandwidth-intensive ones we can ask our learners to do. It is preferable to use it at intervals, after taking into consideration other ways reflected in the other quadrants to accomplish the lesson objectives.

Teaching at countries and places where the internet access is not stable and available enough requires from teachers to foresee the possible situation and create suitable options suggested in the above chart. This should be done at the very beginning of the course, as if in emergency, what to do in definite situation, what options are convenient, if the student is absolutely not able to work synchronously.

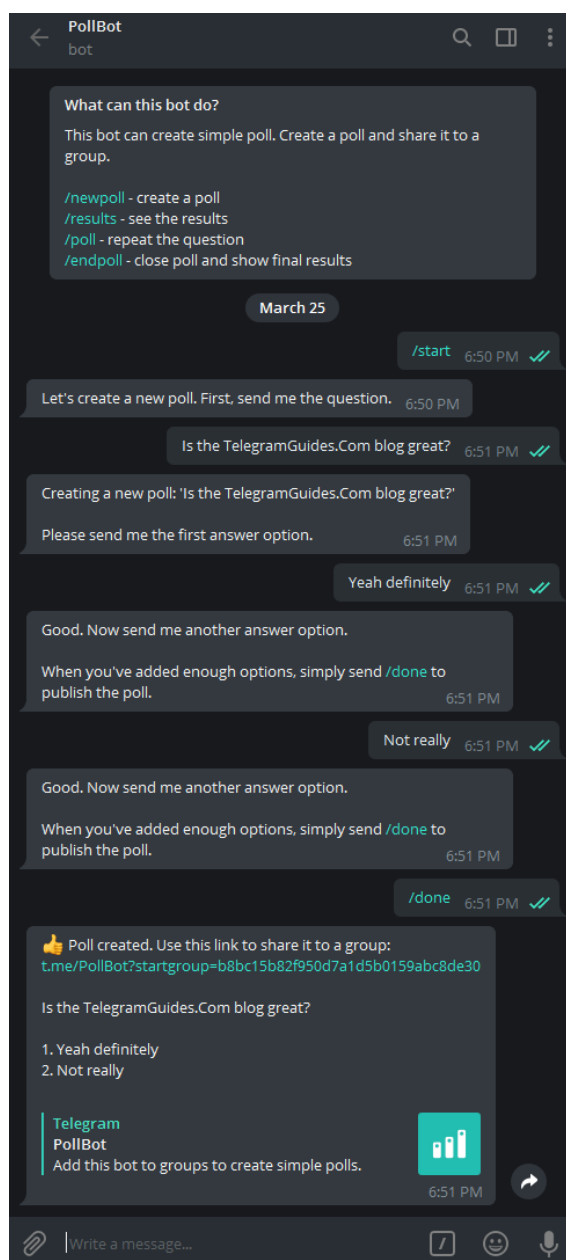
The clear instructions for each lesson require from the course-creator or teacher to be very thoughtful. We know the social services for mobile phones are sufficiently accessible and does not require special programs for installation, and also have sufficient tools for creating tests and surveys to attract attention, control and evaluate student performance.

And so, if the student is not able to take online tests organized in university internet platforms for technical reasons, he can go through the same type of tests available in Telegram bot. The teacher can make the test with the same requirements, where he can easily set the time and attempt number limit.

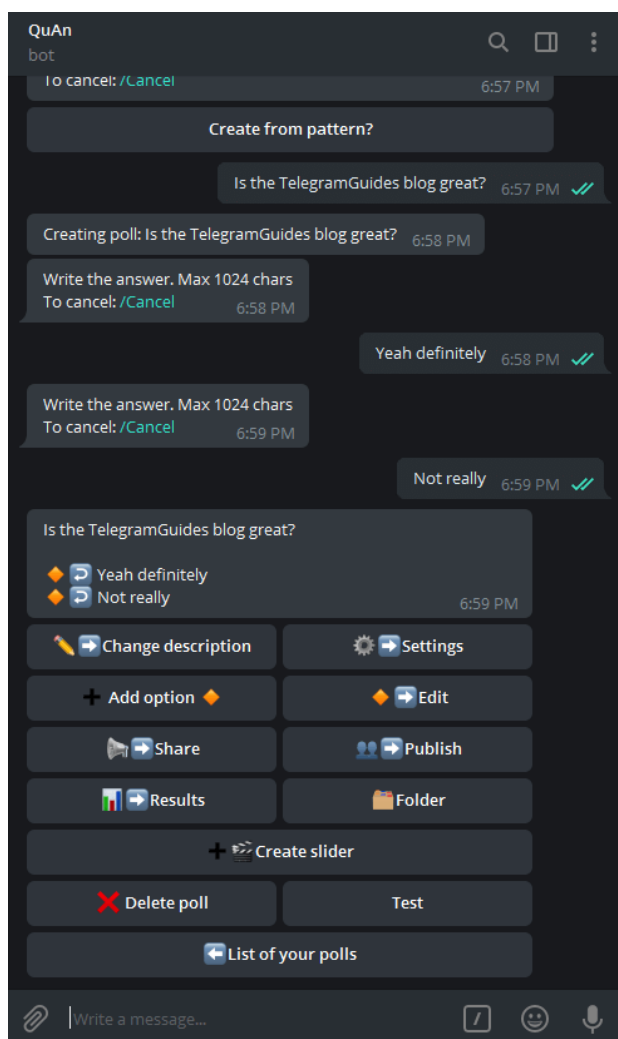
In my teaching practice I often use the tests to assess my students progress in grammar and vocabulary competence created in Telegram with Pollbot and QuAnBot. I like this tool because the tests in it are suitable and easy to share in my Telegram groups and channels.

@Pollbot in Telegram serves for creating a quiz or poll. You chat with the bot and follow its instructions, after finishing it you just share it within your groups and channels. This bot is very comfortable to observe the progress of the test takers as the bot itself assesses the participants answers, compare their results and sets their points to prize places that is also possible to share.

There is another tool offered by Telegram which is suitable for any level language learners. The foreign language teacher will definitely like it because the



QuAnBot has some more advantages suitable for remote learning assessment. For example:



- the test takers can offer their answer to the poll's author or teacher. If the author approves the suggest, one more answer will be added to the option list;
- the poll's author/teacher can request a student's phone number before joining a poll, that is very preferable for lessening cheating;
- the test takers can choose multiple answers, the number of answers can be only one or many depending on the author;
- the teacher can add photos, videos and voice messages that are very practical and effective for creating language atmosphere.

the bot and follow the steps reflected in it [3].

To create a poll with @QuAnBot, the teacher just needs to start the dialogue with

The foreign language teacher can also use @vote and @like bot to make the process of distant education varied and engaging, especially when the language learners or students have to stay home because of the present quarantine period worldwide. The teacher can organize the survey among students so that to know their interests, how they like the lessons and methods of teaching, that assists the organization and development the future lessons.

No matter what tool or model of teaching the teacher uses in distant teaching, the process and the results of educational process must satisfy both sides, otherwise the put objectives will not be achieved that lead to negative circumstances.

References

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