



## Linguistic and Educational Capabilities of Technology in Teaching English Speaking

Albina Fanilevna Mukhamadiarova<sup>1</sup>, Alina Eduardovna Rakhimova<sup>2</sup>, Ildar Kamzovich Safin<sup>3</sup>, Levchenko Viktoriya Vyacheslavovna<sup>4</sup>

<sup>1</sup> Department of Theory and Practice of Teaching Foreign Languages, Kazan Federal University, Kazan, Russia; [liliana\\_muhamad@mail.ru](mailto:liliana_muhamad@mail.ru)

<sup>2</sup> Department of Theory and Practice of Teaching Foreign Languages, Kazan Federal University, Kazan, Russia; [rahimovaalina@mail.ru](mailto:rahimovaalina@mail.ru)

<sup>3</sup> Department of Theory and Practice of Teaching Foreign Languages, Kazan Federal University, Kazan, Russia; [Ildar.Safin@kpfu.ru](mailto:Ildar.Safin@kpfu.ru)

<sup>4</sup> Department of Foreign Languages and Professional Communication, Samara National Research University, Samara, Russia; [levchenko\\_y2004@mail.ru](mailto:levchenko_y2004@mail.ru)

### Abstract

The use of information technology in the classroom is essential to teachers' jobs and the achievement of learning objectives. The use of technology in foreign language instruction has grown in recent years. The English Language Institute's linguistic and instructional capacities for language instruction are included in the study's purview. In light of the spoken language phenomenon among English language learners, the writers thoroughly investigated the technological tools and their material selection alternatives. This work offers solutions to the issue of the dearth of reliable instruments for examining the components of genuine speech and their properties. The authors' investigations into the anomalies of English conversational speech have been consistent. Particular focus was placed on the grammatical and phonetic variations in spoken language. A particular focus was placed on syntactic elements. The writers also brought attention to the shifting and instability of sentence boundaries. It was discussed how modal verbs function in dialogue communication. Tasks based on audio recordings and transcriptions of spoken speech corpora are presented in this study. The need of systematically integrating spoken language components into English language courses is emphasized in the conclusion. The target group, communication, and the goal of education all play a role in this.

**Keywords:** English Speaking; Educational Capabilities; Teaching English.

### 1. Introduction

Instructors of foreign languages frequently select instructional materials that were not designed with education in mind. Because it was produced by native speakers and reflects reality and actual language use, authentic information is valuable. Newspaper articles and literary works are the sources of such materials for written speeches. Teachers mostly employ level-appropriate built dialogues while studying students' vocabulary and grammar rules to teach speaking. These kinds of conversations serve as the foundation for the early development of speaking and listening abilities. Although it is advised to start with actual resources at the intermediate level, higher level conversations in English textbooks have been found to be artificial and to differ from the true use of structures and idioms. Many foreign language textbooks still use written literary language, even in the face of the communicative approach in language instruction. However, there are certain aspects of real oral communication that are absent from textbooks and instructional materials (Günthner & Wegner, 2013). Not only are real conversational texts lacking, but so are instructional resources for mastering irregular spoken language. The fact that teaching sets of oral speech offer real representations of the language community that may be utilized in the creation of linguistic and methodological resources validates the study's importance. Language learning outcomes are of interest in both teaching foreign and native languages, even though the educational sector does not completely adopt data-based technology (Gorina, 2018; Imo, 2012). It is noteworthy to remark that studies that focus on the advantages and potential of oral communication in teaching English to non-native speakers are more significant in this regard (Sysoev, 2010; Gilmutdinova et al., 2020).

## 2. Literature Review

Bull and Ma (2001) assert that language learners have access to an infinite amount of resources thanks to technology. In order for language learners to succeed, Harmer (2007) stressed that teachers should support students in utilizing computers to locate relevant activities. According to Clements and Sarama (2003), learners can benefit from using appropriate technology resources. Harmer (2007) asserts that computer-based language activities enhance students' cooperative learning. Additionally, according to Tomlison (2009), computer-based activities give students access to relevant materials and fast information.

They go on to say that learning resources found online inspire students to learn more. Furthermore, Larsen-Freeman and Anderson (2011) endorsed the idea that technology offers instructional materials and expands the realm of learning for students. With the use of technology, students might be motivated to study languages by having access to a wealth of real materials.

Technology has always played a significant role in the educational setting. It is a crucial component of their work as educators since it allows them to use it to help students learn. The term "integration" is used when discussing the usage of technology in education. Given the pervasiveness of technology in our lives, it is imperative that we reconsider the notion of incorporating it into the curriculum and instead focus on incorporating it into instruction to enhance the educational experience.

That is to say, from the start of planning learning experiences to the teaching and learning process, technology becomes an essential component of the learning process and a major concern for teachers. The idea that technology has altered language teaching methods was backed by Solanki and Shyamlee1 (2012). The researchers went on to say that students can learn based on their interests when technology is used. Additionally, it fulfills the learners' auditory and visual senses. Technology helps students modify their own learning processes and gives them access to a wealth of material that teachers are unable to impart, claim Lam and Lawrence (2002).

Pourhosein Gilakjani (2013) asserts that technology use has a significant potential to alter current language education practices. According to Pourhosein Gilakjani and Sabouri (2014), students can take charge of their own education and have access to a wealth of material that is outside the purview of their lecturers when they use technology. Technology has a big impact on teachers' teaching strategies and plays a big part in encouraging student actions. Teachers will never be able to keep up with modern technologies if they do not include them into their lessons.

Therefore, it is crucial that educators fully understand these technologies in order to teach language skills. Regardless of the learners' background, enhancing their computer technology-related knowledge and abilities promotes equity of opportunity. Despite growing up in a technologically advanced environment, students cannot be proficient technology users. Furthermore, merely giving people access to technology is insufficient. To maximize learning, it is important for all learners to create meaningful technology-based knowledge. The researcher will go over some of the key concerns regarding the use of technology in English language instruction in this review study. These concerns include the following: what constitutes technology, how it is used in the classroom, prior research on its usage in enhancing English language acquisition, and suggestions for its application.

Various scholars have defined technology differently. İMAN (2012) defines it as the application of knowledge, especially in a particular context, and as a technique for carrying out a task that involves the use of technical procedures, methods, or information. Utilizing technology entails-controlled interactions with other people, machines, and the environment in addition to machines (computer hardware) and instruments. Technology integration, as defined by Hennessy, Ruthven, and Brindley (2005), is the process by which educators use technology to carry out routine tasks more successfully and to potentially transform those tasks. Technology integration, according to Dockstader (2008), is the process of utilizing technology to enhance the learning environment. By giving students the option to finish work using a computer rather than a traditional pencil and paper, it enhances instruction in the classroom (Ahmadi, 2018).

## 3. Methodology

The Sweet English collection served as the study's primary source. You can search for required items and access the collection after registering for free. Suite English provides a range of capabilities for audio content. We can list the nature of the conversation (public, corporate, personal, etc.) and the range of applications (university examination speech, family chat, phone conversation, interview, etc.) among these.

You can select the audio text's topic and duration based on the category you've chosen. The vocabulary (i.e., percentage of words matching to each level of language skill) and normalization coefficient (an index of departure from the standard pronunciation based on the written language) are important variables for choosing audio resources. It shows the percentage of written signals that are nearly pronounced that have undergone modifications during the spelling normalization procedure' technical processing phase.

Speaking at a different pace—a set number of syllables per second—is achievable. Texts that match the chosen features are shown once the parameters have been set. Go to the section with the audio file, transcription, and alphabetized list of words used in the text to examine the text in more depth. This list indicates how often a term appears in the chosen text. If a certain audio recording is required for the lesson, you can download the transcription and audio content in txt format, choose the necessary portion, and use it for teaching.

#### **4. Results**

Many English language instructors point out that written speech is intended to be normalized by textbook dialogues, listening exercises, and grammatical assessments, which results in a biased focus on the written standard. Concepts such as "living English," "English as it is actually spoken," and "typical structures of living speech" are becoming more common in international literature. Foreign language instructors are also interested in live oral speech, in addition to linguists. In order to improve structures and foster communicative competence, this study offers exercises and assignments that investigate certain phonetic and grammatical aspects of spoken English. Inadequate pronunciation is frequently seen in conversational communication, and it should be addressed in practical phonetics and English grammar lessons even at the beginning of schooling to ensure that pupils have a correct comprehension of a real living language. Omission and reduction are two examples of the phenomena that define spoken language.

Educational materials at the intermediate level were developed with the goal of familiarizing students with the properties of prepositions and articles in colloquial speech, and then differentiating and employing these forms in the appropriate context. This allowed students to work on the indefinite and definite article types. The first assignment is to identify the characteristics of prepositions and articles while listening to a Sweet English audio message. Comparing the audio text transcription of the "talk in the shop" with the recordings made during the listening process is the second task. Students receive information from the teacher regarding situations in which the definite article and preposition must be adhered to. The fourth assignment requires the students to repeat the words, fill in the blanks, and listen to the audio content. We believe that not every aspect of oral communication needs to be learned to a productive degree; as a result, the syntactic characteristics of a natural language are just informative.

#### **5. Discussion**

Teaching pupils, the conventions and guidelines of standard language is undoubtedly the job of linguists and educators. In addition to standardized writing, they must understand how language is used in everyday speech by native speakers. Even though syntactic structures with variable word order are common and frequently used in sentences, many English language grammars disregard and reject these structures as grammatically incorrect. These structures are a part of the spoken language patterns in English, and correcting them in the classroom is a challenge for educators. Teachers of foreign languages, compilers, and authors of textbooks need to realize that language is a dynamic system of rules that is always changing rather than a set statistical structure. Which oral communication phenomena should be covered in class, and which ones should be practiced with the aid of exercises and assignments? is the question that emerges. In order to properly evaluate students' claims, teachers must be aware of the characteristics of colloquial speech (Imo & Weidner, 2018).

#### **6. Conclusion**

The English language teaching approach should consider the modern spoken language in order to prepare students for real-world communication. The inclusion of living language in the educational process makes sense for a number of reasons. This boosts pupils' enthusiasm to learn a foreign language from an educational perspective. From a linguistics standpoint, students can refer to the language in all of its complexity (phonetic, lexical, and syntactic), which improves their comprehension of the language. Said content can be sourced from language learning resources that offer dialogue transcriptions and audio recordings of the exchanges. Body technologies give pupils the opportunity to expand

their linguistic toolkit and speed up the process of learning a foreign language. The incorporation of students into the process of natural communication is a key component of the communicative education model. Authentic texts drawn from the oral speech collection facilitate the implementation of communication while accounting for the context and style of communication.

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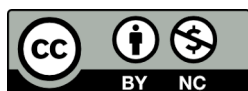
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