

BYOD (BRING YOUR OWN DEVICE) TECHNOLOGY AND MOBILE LEARNING IN TEACHING LANGUAGES

Odina Arifjanova

First year student of master`s degree, Chirchik state pedagogical institute
Supervisor: Azimjon Yuldashev

ABSTRACT

This article is about the new technology of teaching English. As well as mobile teaching is popular around the world. One of the new method of teaching is BYOD. Full name is bring your own device. Further on this article will be discussed about advantages and disadvantages of new approaches.

Keywords: English, teaching language, BYOD, mobile learning, online, school.

As can be seen innovation enter to every sphere of our life and it is not bypass educational sphere. The need for educational innovation has intensified. “It is widely believed that countries’ social and economic well-being will depend to an ever greater extent on the quality of their citizens’ education: the emergence of the so-called ‘knowledge society’, the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge. Today’s education systems are required to be both effective and efficient, or in other words, to reach the goals set for them while making the best use of available resources”¹ According to an Organization for Economic Cooperation and Development (OECD) report, “the pressure to increase equity and improve educational outcomes for students is growing around the world”

Already today, the contribution of instructional technology to language teaching is well established. What foreign language instructor these days would teach a language class without the support of computer-based multimedia: audio, graphics, video? Likewise, the Internet is regularly used as a teaching resource. There can be little doubt that the role of instructional technology in language teaching and learning will continue to increase in the future. That future, however, is certain to be strongly influenced by two ongoing developments: the use of mobile devices and the exploitation of learner-based technology resources. Educational institutions are ultimately presented two options: adopt a BYOD

¹ Cornali, 2012, p. 255

program, embracing the technology trend, encouraging student participation, and expanding curriculum to include BYOD-driven topics, or to impose of a BYOD policy, setting rules to govern the presence and practice of these potentially disruptive devices.

Pros: advantages and benefits of BYOD

Educators in favor of BYOD feel that it promotes greater participation in the classroom. When new technologies are incorporated into everyday learning, students quickly become more interested in the material, and thus more likely to succeed. Schools looking to remain ahead of the curve in terms of innovation find that the BYOD program fosters a positive image in the community and can work wonders in attracting students outside of district lines.

Economics also plays a huge role in the argument for the bring your own device system. Technology investments are expensive, especially given that new devices are likely to become obsolete in a few years.

When students are allowed to bring their own devices to school, the district is not required to purchase as many tablets or laptops. These savings can then be directed towards other technological advancements, such as the acquisition of interactive whiteboards.

Cons: concerns about BYOD

The advantages of BYOD are certainly worth noting, but opponents claim that these benefits do not outweigh the negatives of this system. The main concern among teachers is that the presence of electronic devices in the classroom will promote distraction on the part of students. Although certain sites and applications may be blocked, tech-savvy students are likely to find ways around these restrictions.

Educators also worry that implementing bring your own device will increase the already significant divide between students from high- and lower-income families. While most BYOD schools allow low-income students to check out laptops or tablets, it is easy to distinguish between students who have their own devices and students forced to borrow from the school. Low-income students have always faced bullying because of their cheaper apparel, but this could take it to a whole new level. Opponents of BYOD feel that, if such devices are required in the classroom, all students should be on an even playing field.

Despite the many concerns voiced by opponents, the prevalence of student-owned devices in the classroom continues to grow. The decision surrounding this issue ultimately must be made while taking factors such as student performance, teacher training, community

preference and financial viability into consideration. And for those schools choosing to implement BYOD, clear policies must be established so as to prevent online misconduct.²

While the BYOD policy offers many educational benefits, to work successfully, schools need the right IT infrastructure in place. With schools often falling short when it comes to providing a stable and sufficient internet connection, BYOD does require a level of investment if it is to succeed. However, this lack of IT infrastructure must be addressed if schools want to do more than pay lip service to the benefits of educational technology.³

Modern edtech, when used correctly, does not result in a solitary, passive approach to learning. It's not about pupils using mobile devices in isolation. Instead, technology should be utilised to deliver multi-sensory learning experiences which develop communication and collaboration skills. For example, teachers can assign roles to different pupils, with each child allocated a different responsibility such as using their device to research a topic or write up a report with the students working together in a team. BYOD also allows for the use of mobile educational apps in the classroom, with students using this technology to access videos, news articles, and immersive 3D experiences.

In my personal opinion, too many schools introduce a BYOD system but don't make the most of it from a pedagogical or technological perspective. Using the devices to conduct personal internet research is not even scratching the surface. Scott Wieprecht, Head of Year 9, Saltash.net Community School

Audio and video recordings made with student mobile devices likewise lend themselves well to effective language learning activities. This could be as simple as audio recording the reading of a text out loud and comparing this to a model for pronunciation practice (Papadima-Sophocleous, Charalambous & Mallouris, 2013). Students could similarly use their audio recorders to practice dialogues which they subsequently perform in class. Video recordings could just as readily be made of role plays that students prepare and practice beforehand for instructor feedback (Leis, Tohei & Cooke, 2015). Recorded interviews, audio or video, are other real world activities that students can profitably undertake with their mobile devices. L2-speaking tourists might be approached to inquire where they are from and the places they have visited. With more advanced learners, job-related information could be sought from L2-speaking workers in shops, banks, restaurants,

² <https://www.wired.com/insights/2013/09/the-future-of-education-byod-in-the-classroom/>

³ <https://resourced.prometheanworld.com/can-byod-support-modern-education/>

hospitals, etc. (Gjedde & Bo-Kristensen, 2012). As with photo-based tasks, the audio-video artefacts created by students provide the substance for the subsequent collaborative use of the L2 and follow-up activities. So, too, the language level and topics of such tasks can be easily adapted to the linguistic proficiency and personal interests of students.

REFERENCES

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3. Cornali, 2012, p. 255