EXPERIMENTS ON USING TASKS AND EXERCISES BASED ON TECHNOLOGICAL METHODS FOR B1 LEARNERS

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Abstarct: *This study explores the effects of Information and Communication Technology (ICT) on English as a Foreign Language (EFL) students' language acquisition and examines both teachers' and students' attitudes toward ICT-based teaching methods. The research builds upon a systematic literature review of technological approaches, identifying their advantages and disadvantages compared to traditional teaching methods. To provide empirical insights, experiments were conducted with B1-level EFL learners using various technological tools, including brainstorming, case studies, and internet-based games like Kahoot!. Data collection methods such as observations, tests, and interviews were employed to evaluate the effectiveness of ICT in fostering student engagement and learning outcomes. The study highlights the potential benefits of integrating technology in the classroom, particularly in enhancing motivation and providing authentic learning experiences. Additionally, the findings offer recommendations for policymakers and educators on effective technology implementation strategies. Ultimately, this research contributes to a deeper understanding of how digital tools can transform foreign language education and optimize pedagogical practices.*

Keywords: *ICT, EFL students, foreign language acquisition, technological methods, traditional teaching methods, student engagement, digital learning, educational apps, second language learning, pedagogical innovation.*

The aim of article is to deal with the effects of ICT which stands for information and communication technology on EFL students' acquisition of foreign language, as well as both teachers' and students' attitudes towards ICT. Actually the first and the

second chapter have already offered a systematic literature review attempting to identify the advantages and disadvantages of technological methods and teacher's perception out them. It is inevitable that it is high time to address common, practical experiments to create real teaching and learning atmosphere in order to compare two types of methods. The main objective of experiments on technological methods is to have information and data about ICT and its effectiveness, according to the reviewed studies. The aim of experiments to identify several answer for numerous questions as follows:

- What kind of the actual benefits do technological methods have when they are used in the classroom?

- What are their advantages or disadvantages over more traditional teaching methods ?

- Can technological methods be successful in the teaching when they are implemented?

- . How can students' perspectives and attitudes towards the use of some technologies in the classrooms change after experiments?

One of the main objectives of this chapter is to offer an insight to policymakers and principals alike on how to create technology implementation plans.

In order to make experiment of technological methods in B1 learners in EFL classrooms, observation, data collection, test and interview methods are utilized to collect the information. Afterwards, the comparison of two different and famous methods is made in order to identify the benefits and drawbacks of the two different methods. Besides that, the students' needs are the important key of this experiments.

Experiments on technological methods were conducted with two groups which are the same groups as traditional methods' experiments.

The methods of the technological lessons are chosen according to students' needs and demand. According to Barrison(2018) when the teacher has tendency to have well-prepared and authentic lesson, the teacher should make survey to identify the students' needs and demands. As far as it has already been mentioned above,

technological methods are the best way to make the lesson more intriguing, motivating and inspiring, since the usage of the technology causes satisfaction of students due to the fact that they can experience the time when they use their gadgets[1].

One of the main methods of the lesson is brainstorming which is a method design teams use to generate ideas to solve clearly defined design problems[2]. Brainstorming can be used to generate possible solutions for simple problems, but it is unrealistic to expect it to accomplish most problem-solving or planning tasks. The technique is of value as part of a larger effort that includes individual generation of information and ideas and subsequent compilation, evaluation, and selection. Brainstorming can be used to generate components of a plan, process, solution, or approach and to produce checklists[3]. In order to introduce the topic and draw main key definitions of the topic, brainstorming method is utilized as a warm-up activity.

Case study method. This type of the method is very well-known and mostly-used method for technological methods. The problematic issue is given to students in order to solve the problem and give some tangible solutions. In this method students should use their internet to make survey and find some solutions.

Next technological method is using Internet games in order to make the lesson mor enjoyable. One of the famous games in Internet in education sphere is Kahootit! This online quiz game is wonderful quiz tool for teachers to create awesome game for students. It grabs students' attention through colourful quizzes and wide range of questions. Actually, Kahoot! is a game-based learning platform that brings engagement and fun to players every year at school, at work, and at home. This game is great example of knowing how apps and smartphones can be great teaching tools. In order to check students' understanding this method is utilized.

The resources of lesson are taken from the Internet, admittedly, while investigating the technological methods several useful sides of internet are invented.

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The findings of the research on technological methods and usage of technology in the classroom offers a chance to know about opportunities of Internet in teaching English in the classroom and the use of smartphones and apps to improve English learners' skills in the classroom.

Obviously, Internet technology is the famous option not only for traditional but also for nontraditional learners. In the period of global pandemic, distance education via Internet and video courses is admitted to help learners in education system in distance. Practically, the Internet, with the capacity to connect users all over the world, has also been examined for its potential to help in the improvement of second language learner's skills. According to Park (2009) Results of a number of studies which were surveyed among language learners and teachers show that the Internet is revealed to have authentic and real language in a meaningful context, and as a result of observing this material, learners increase into creators of language rather than passive recipients[4]. Warren (1998) claimed that usage of technology within the second language writing classroom also makes learner independent, is an excellent means for teaching foreign culture and language, and in general, positively influences students' attitudes which contribute to an overall greater[5].

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