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## THE ROLE OF TECHNOLOGY IN TEACHING ENGLISH LANGUAGE SKILLS

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### ABSTRACT

This article focuses on demonstrating how theory can be brought into practice with the help of language tasks and activities. Theoretical value of the project work presents the core idea of using technology in teaching reading and writing, which is explored in the context of the author. The practical value is illustrated in the samples of lesson plans and analysis of the given tasks.

### KEYWORDS

Technology, ICT, Social media, computers, motivation, Global networking.

### INTRODUCTION

The people of the world are no longer unfamiliar with technology. Technology has contributed to a variety of professions, but education stands out. The use of Information and Communication Technology (ICT) in language instruction has grown significantly during the past twenty years. Technology is being used extensively in both classroom settings and outside of them to teach and learn. Language learning can be improved thanks to technology. Also, technology

enables teachers to improve lesson plans and the language learning process. This demonstrates that a new era has begun that gives contemporary teachers difficult tasks to complete. Exceptional access to technology has fundamentally altered the traditional teaching approach. The use of technology has opened up possibilities for more engaging and effective teaching and learning sessions, particularly in the study of languages.

Literature review. Technology, according to Shyamlee and Phil2, has acted as important catalysts for both language and social transformation. Due to English's status as an international language and the growth of the language globally, it is utilized as a second language in nations like Malaysia and India. Some people speak English as their mother tongue. In many nations, English is now used for curriculum and instruction. As the number of English language learners grows, new teaching strategies have been put into place to gauge how well they work. Communication's most important component is language. Students use a variety of English language abilities, including speaking, reading, writing, and listening, to improve their communication and fluency. [1. pp. 150-156]

There are numerous hints that pupils are using Information and Communication Technology (ICT), according to research. According to Rosicka and Mayerova, the goal of the new educational age is to use technology to make the current and forthcoming generation's active members of society.

According to Harwati, the current generation is referred to as "digital natives" because they are very computer literate. It would be completely impossible for the new educational model to not incorporate technology as a means of communication and idea-sharing. When students are actively creating new knowledge, collaborating with one another, and

reflecting, using computers as learning tools can help them learn more effectively.

ICT is increasingly being used in the sphere of education. The promise of educational technology was that it would permanently alter how students and teachers learn. With the advent of a new era in education and technology, the blank canvas of language teaching and learning has undergone significant inventiveness and changes during the past ten years. English as a Second Language (ESL) instruction has been greatly impacted by the way in which technology has changed both lower and higher education. Teachings changed along with the times.

"The process of determining which electronic tools and which implementation approaches are the most appropriate solutions to particular classroom settings and challenges," is how the term "technology implementation" is defined. The use of computer-assisted language learning (CALL) in the classroom is becoming commonplace. The competence of instructors to organize, create, and carry out successful educational activities is just as important as having the right hardware or software for a given teaching and learning session. Currently, English language instruction and learners frequently use educational multimedia. Social media is a further frequently utilized component of technology in the digital age. Social media improves learning by enabling connections and interactions between students and

teachers in more creative and engaging ways. Users can communicate, share ideas, and find solutions through collaboration and conversation on social media platforms including Facebook, Twitter, Instagram, Blog, and email. [2. pp. 414-422]

With the help of technology, students' view on learning has shifted. New

and more advanced technologies are not only transforming the way the students'

view learning but also transforming the way "educators think about education and

literacy". These tools are also continuing to grow and transform literacy

instruction" and they also helping students to "internalize lifelong skills needed for

success in this global society. Technology will not substitute great teachers but

technology in the hands of great teachers can be transformational.

Discussion and result. Educational technologies are becoming increasingly important and promise to change the way students learn and teachers teach. However, technology has been around in language teaching for decades. For example, the blackboard, as a form of technology, has been used for centuries. Tape recorders, language labs and videos have been in

use since the 1960s and 1970s, and are still used in classrooms around the world. The use of technology in the classroom is becoming increasingly important for the presentation of authentic materials and hopefully it will become a normal part of ELT practice in the coming years. Yet teacher training programs often ignore training in the use of ICT, and teachers are often far less skilled than their own students when it comes to using current technology.

It is a good time to consider the power of current technological advances.

Increasingly, communication and information technologies have become part of

our everyday lives. The use of computers is increasing day by day, because they

are used in many fields to make our lives easier.

Computers can present crucial

information and offer effective tutorial instruction.

Computers also connect us with

other people, store vast amounts of data, and provide us with access and

entertainment. In the technology literature, learning theories have offered different

views regarding the use of computer technology. For instance, behaviorism

proposed that learning from technologies means using computers for drill and

practice, because learning, according to this view, is a matter of imitation and practice. Thus, the behavioral view strongly advocated that the role of adults in

learning is important, as they provide a model by which children learn through

imitation; the adults also encourage children to continue using computer

technology by providing them with positive reinforcement. In contrast to

behaviorism, the socioconstructivist theory suggests that if the learner learns with

computer technology, the role of the computer is to foster, scaffold, and enhance

learning in meaningful ways. When learning with technology, a learner should be

given many opportunities to create, test, and reverse their hypotheses. Therefore,

teachers have a responsibility to provide learners with these experiences to

promote their development.

Technology in general is becoming increasingly important in our personal

and professional lives. Dictionaries and scholars have offered a variety of

definitions. The Merriam-Webster dictionary, for example, defines technology as

"the practical application of knowledge especially in a particular area". Technology

is also considered as a body of knowledge used to create tools and develop skills,

and as the combination of scientific method and material to meet an objective or

solve a problem. Most of these definitions broadly define technology as the

knowledge, skills, methods, and techniques used to accomplish specific practical

tasks. Educational technologies, in this sense, promise to change forever the way

students learn and teachers teach. However, technology in language teaching is not

new. It has been around in language teaching for decades. For example, the

blackboard, as a form of technology, has been used for centuries. Tape recorders,

language labs and videos have been in use since the 1960s and 1970s, and are still

used in classrooms around the world. [3. pp. 125-134]

Almost all language teaching methods have been supported by their own technologies. The majority of the teaching was done on the chalkboard by language instructors who used the Grammar-Translation technique, in which professors explained grammatical rules and pupils translated them. On the other hand, the Audiolingual approach, which prioritized vocal repetition as a form of learning, was ideal for the audio-tape format. A trend toward communicative language instruction, which places an emphasis on students participating in real-world conversations, occurred in the 1980s and 1990s. The adoption of the best classroom technology integration strategies has resulted from this.

Although the use of information and communication technology (ICT) by language teachers is currently not very common, it is becoming more and more crucial for the presentation of authentic materials, and in the future years, it is hoped that it will become a standard component of ELT practice. Yet, ICT training is frequently ignored in teacher training programs, and teachers frequently possess significantly less technological proficiency than their own students.

Apart from the benefits of using technology in class, there should also be

mentioned the motivation that it gives to learners. With the constant advancement

of technology, many ESL teachers have adopted a more fun and interesting

teaching techniques to ensure exciting lessons. Motivation is the key and has been

known as one of the factors that influence success in second language learning.

According to Ng and Ng, motivation is known as a stimulant to achieve a specific

target. Intrinsic and extrinsic motivation is the two types of motivation. Intrinsic

motivation can be found within the individual and related to the sense of wellbeing whereas extrinsic motivation comes from outside the individual. [4. pp. 98-105] Porter stated that the three important aspects related to motivation which are what energizes human behavior, what directs or channels such behavior, and how this behavior is maintained or sustained. Nowadays, teachers are using technology to enrich and enhance the comprehension of the course content. Implementing multiple types of technology equipment provides ESL learners a sense of freedom, motivation, and encouragement they need for the learning process. Technology equipment such as videos provide the ability to present in both audio and visual is probably the reason why it is so popular as it can to increase the learners' motivation in which they

perceived the teaching and learning session as interesting.

According to a research by Morat, Shaari, and Abidin (2016), using technology increased students' motivation to learn over time. a study carried out by Blachowicz, Bates, Berne, Bridgman, Chaney, and Perney to observe the technology used by the students, to observe the dynamics and teacher-centered decisions in technology use, to look at the student learning, and to discover student and teacher perceptions and beliefs on technology. The outcomes demonstrated that the pupils worked diligently and with motivation on their task. [5. pp. 244-259]

Global networking facilitates interactions between students and professors not just within the university but also draws students from other universities, regions, and nations. Current information and communication technologies (ICT) make it possible to improve learning activities, foster communication, and foster an environment where students can work independently. The volume of material that must be reviewed and processed during training is also a contributing factor in the demand for ICT. Moreover, the use of Technology in foreign language instruction helps to optimize the teaching process and enables:

- access and manipulate large amounts of information;
- form information culture;

- use information sites and authentic modern Internet resources;
- make learning differentiated and individual;
- bridge the gap between theoretical knowledge and actual application of the studied material;
- organize independent work;
- enhance learners' creative potential;
- carry out distance education.[6. pp. 99- 107]

More psychologically orientated work around technology and literacy has centered on the need to demonstrate the educational impact and efficacy of computer-mediated approaches to reading remediation. To examine this issue, studies have moved towards randomized control trial formats to ensure that the results presented are as unambiguous as possible. The results from such work to date have yielded intriguing results. For example, Wild conducted a direct comparison of computer-based and paper-based phonological awareness exercises.

Conclusion. The results showed that the use of the computer as a presentation format did appear to impact on the children's attainment, albeit to a modest extent. However, they also showed that this benefit was greatest for the girls in the sample. Computers have been used to examine claims about the efficacy of analytic versus synthetic phonics approaches. The advantage here is that computers, it can be argued, offer a more standardized format for the delivery of

such content, thereby offering a more stringent examination of such claims.

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