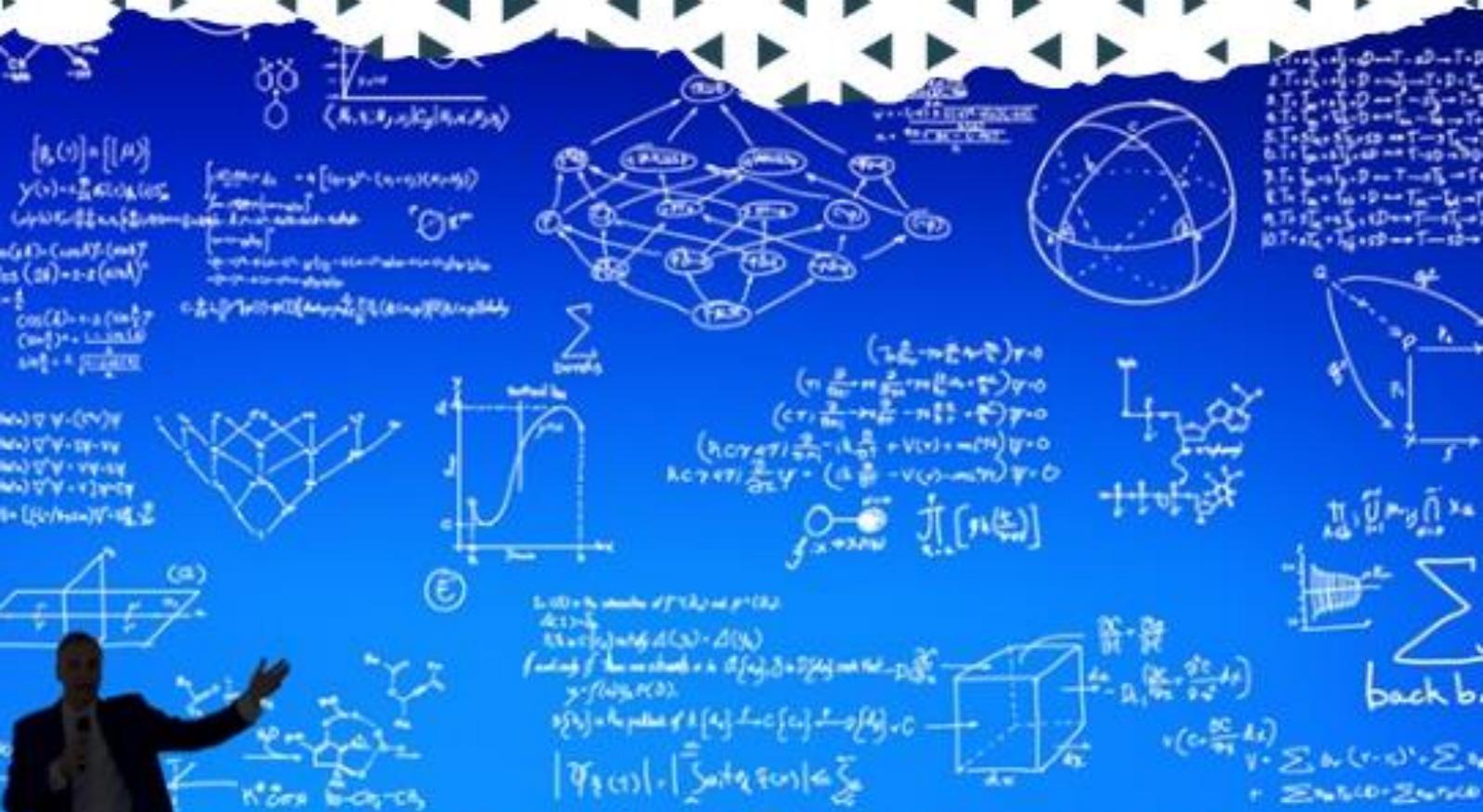




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O'ZBEKISTON-2025

The use of technology in English language teaching

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Abstract. Technology has become an essential component of modern English language teaching, transforming traditional instructional models and offering new opportunities for interaction, creativity, and linguistic development. Its integration into classrooms and online learning environments has changed how teachers deliver content and how learners engage with language. This article explores the role of technology in English language teaching, highlighting digital tools, interactive platforms, and online resources that enhance communication, feedback, autonomy, and motivation. Through a human-centered and context-sensitive perspective, the study examines how teachers adapt their practices, how learners respond to technologically enriched environments, and how digital tools reshape pedagogical approaches. The aim is to demonstrate that technology, when used thoughtfully, can support more personalized, flexible, and engaging language learning experiences.

Keywords: technology in ELT, digital learning, online teaching, interactive tools, language acquisition.

Over the past two decades, technology has reshaped nearly every aspect of human communication, and education has been no exception. English language teaching (ELT) has undergone a profound transformation, driven by the rapid development of digital tools, online platforms, and multimedia resources. Classrooms that once depended primarily on textbooks and face-to-face explanations now incorporate interactive whiteboards, virtual learning environments, video conferencing tools, mobile applications, and artificial intelligence-based assistance. This shift has not eliminated traditional teaching methods, but it has expanded teachers' capacities and enriched the learner's experience.

Technology's impact on ELT can be seen in several key areas: access to authentic materials, opportunities for global communication, instant feedback mechanisms, personalized instruction, and new forms of motivation. Learners can now listen to real-life conversations, watch educational videos, practice pronunciation with speech recognition software, communicate with native speakers online, and complete interactive exercises that adapt to their skill level. Such changes contribute to more dynamic, flexible, and engaging learning environments.

However, integrating technology is not simply a matter of introducing new tools. It requires thoughtful pedagogical decisions, digital literacy, and awareness of learners' needs. Teachers must balance innovation with clarity, ensuring that technology enhances rather than distracts from the learning process. At the same time, learners must develop the ability to use digital resources effectively and

responsibly. This article aims to explore these dimensions, analyzing the benefits and challenges of technology use in ELT and offering a deeper understanding of its pedagogical significance.

The methodology of this article relies on qualitative analysis and interpretive synthesis, drawing from recent studies in applied linguistics, educational technology, and second language acquisition. Academic literature, classroom observations, and practical case studies were examined to build a comprehensive view of technology's role in English language teaching. This approach allows for a nuanced discussion that reflects real-world classroom experiences and the evolving nature of digital education.

Data for analysis includes teacher testimonies, examples of digital classroom practices, and descriptions of instructional tools widely used in ELT. These tools include learning management systems (LMS), video conferencing applications, language learning apps, and interactive online platforms. The goal of the methodology is not to measure technology's effectiveness numerically but to understand how it changes pedagogical choices, classroom communication, and learner behavior.

This interpretive approach makes it possible to highlight subtleties that quantitative research might miss, such as emotional engagement, learner autonomy, teacher-student interaction patterns, and the evolving expectations placed on educators. By synthesizing theoretical knowledge with classroom-based insights, the article aims to present a holistic and human-centered analysis of technology-enhanced language teaching.

The discussion reveals that technology has introduced unprecedented opportunities for enhancing English language learning. One of the most significant benefits is the availability of authentic materials—videos, podcasts, articles, interviews, and real conversations that expose learners to natural language use. Technology breaks geographical boundaries, enabling virtual exchanges and communication with speakers from around the world. As a result, students engage with English not as an isolated subject but as a living, evolving means of communication.

Interactive tools play a crucial role as well. Platforms like Quizlet, Kahoot, Duolingo, Memrise, and Grammarly provide immediate feedback, which is essential for maintaining motivation and developing accuracy. Learners can track their progress, repeat exercises, and receive personalized recommendations. This fosters autonomy and encourages students to take responsibility for their learning.

Video conferencing tools such as Zoom, Microsoft Teams, and Google Meet have transformed remote and blended learning. They allow teachers to conduct live lessons, share screens, use breakout rooms for group work, and integrate digital whiteboards. These tools create a sense of presence and interaction even when physical classrooms are inaccessible. During global events such as the COVID-19 pandemic, these technologies played a crucial role in sustaining education.



Artificial intelligence has also entered ELT, offering personalized tutoring, automatic speech recognition, grammar correction, and adaptive learning pathways. AI-based systems analyze learner performance and suggest targeted activities. Although still developing, AI's role in language teaching is likely to grow, offering new opportunities for individualized support.

However, the integration of technology presents challenges. Not all learners have equal access to devices or stable internet, creating a digital divide. Teachers may struggle with technological overload or insufficient training. In some cases, relying too heavily on digital tools can reduce human interaction, which remains essential for language learning. Therefore, technology must be used thoughtfully, with clear pedagogical purpose.

The results of this analysis indicate that when technology is integrated with intentionality, it significantly enhances learning outcomes. It supports personalization, increases exposure to authentic language, facilitates communication, and improves learner motivation. The key factor is not the tool itself but how teachers use it to create meaningful learning experiences.

Technology has become an indispensable component of modern English language teaching, offering innovative ways to engage learners, enrich instruction, and expand access to linguistic resources. Its influence extends far beyond simple convenience, reshaping pedagogical practices and redefining how teachers and students interact. Through tools such as interactive platforms, video conferencing, multimedia resources, and artificial intelligence, technology creates opportunities for more dynamic, personalized, and flexible learning.

At the same time, effective integration requires careful planning, digital literacy, and sensitivity to learners' needs. Technology cannot replace the human dimension of teaching but can complement it, allowing educators to focus on creativity, communication, and meaningful interaction. The goal is not to use technology for its own sake but to harness its potential in ways that genuinely support language learning.

Ultimately, the use of technology in English language teaching demonstrates a broader shift toward learner-centered, globally connected, and adaptive education. When approached thoughtfully, it helps create environments where learners feel motivated, supported, and empowered to develop their English language skills in ways that are relevant to the digital age.

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