



INTEGRATING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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Article history:	Abstract:
Received: 8 th December 2023 Accepted: 7 th January 2024 Published: 10 th February 2024	Much has been written, published, and presented about the important role of integrating technology in English language teaching (ELT) and the effects on students' learning and teaching. Because of the many benefits that technology offers for both teaching and learning, an increasing number of English language instructors are attempting to incorporate it into their lesson plans. This article discusses the reasons and benefits of why technology should be promoted for English language learning in- and outside the classroom.
Keywords: information and communication technology (ICT), digital competence, digital skills, foreign language teaching and learning, integration, distance learning	

INTRODUCTION

Nowadays, information technologies permeate every aspect of human endeavour, and educational attainment is progressively determined by digital competency. Without the broad use of information and communication technology, developing an educational process is far more difficult. Students who possess digital competence desire and can apply their talents to grasp a variety of disciplines. "Foreign language" is not an exception in this instance. A teacher's capacity to use information and communication technology (ICT) to solve professional pedagogical difficulties and communicate effectively has become a critical part of their professionalism in today's world (Samandarov, 2023)

LITERATURE REVIEW

The significance of incorporating technology into English language education (ELT) and its impact on students' learning and instruction have been extensively discussed in many studies. Trinder (2017) studied how Austrian students used technology for both purposeful and unstructured learning and explored that the two things that students thought would be most helpful for enhancing their communicative proficiency in the English language were social networking and TV/radio/video clips/series.

In 2020, Emara examined the conversations between three students and four seasoned Egyptian English instructors. She explored that the teachers mostly downloaded short films, images, and videos from YouTube in order to boost the motivation, engagement, autonomy, agency, and confidence of their pupils. They also improved the fluency and vocabulary acquisition of the children. Instructors also employed WhatsApp, PowerPoint, and audio recordings to help students with their four skills, pronunciation, and vocabulary growth. The author also discovered that students' usage of Internet-based applications enhanced their writing, boosted their motivation and self-esteem, advanced their language learning, and gave them chances for accidental and informal language practice. The author made the case that modern students are capable of personalising and adjusting technology to fit their learning needs in addition to being driven to utilise it. In order to ensure successful implementation, Amin (2019) argues that prioritising pre-established objectives is necessary before integrating technology into ELT classrooms and suggests educators need to be informed about the social values and applications of technology. Because of their mastery of technological pedagogical material, teachers nowadays in a variety of situations view themselves as technologically competent and project favourable views regarding the incorporation of technology in their ELT practices (Emara 2020). Studies conducted globally, however, revealed that although teachers were knowledgeable about both technology and pedagogy, they struggled to find a balance between the two and to connect technology, pedagogy, and content - a crucial skill for integrating technology successfully into ELT and fostering student-centeredness (Emara 2020).

MATERIALS AND METHODS

As many studies show that information and communication technologies are widely used in language education to arrange student activities in a variety of ways. These ways include extracurricular activities, distance learning, combined (full-time-distance) learning, integrating information and communication technologies into the classroom, and incorporating elements of distance learning. When ICT is used in the classroom, students must spend the full or a portion of a lesson working directly at a computer. The following work kinds may be included in the extracurricular use of ICT for language instruction: independent, supplemental, and extracurricular (Abdurahmanov, et.al., 2020).

Independent work can be organized work of a study group on specific tasks, in one form or another complementing classroom work; additional extracurricular work may include both independent work of students according to individual schedules developed by the teacher, and initiative educational activities of students; extracurricular work, as a rule, is not directly related to the educational process and allows the use of creative and project tasks related to the use of ICT and the foreign language being studied (for example, preparing conferences, publishing electronic publications, communicating with peers from other regions and countries, etc.).

Distance learning involves mastering a foreign language with the active use of multimedia learning tools and electronic communications. Such an organization of training requires special software (training course management systems, virtual learning environments) that would allow the educational process to be fully organized remotely. The effectiveness of language teaching will largely depend on the starting level of students' preparation and the technical support of the educational process.

Combined forms of training are currently considered the most promising in teaching in general and foreign languages in particular. They allow you to combine direct communication with the teacher and the group and the use of ICT in the classroom to organize independent work and additional communication using electronic means of communication.

The integration of information and communication resources into the process of teaching foreign languages offers planning of assignments, training courses and classes using ICT. But it is worth noting that the use of information and communication technologies is not an end in itself, but an organic part of the entire educational process.

We can figure out how expedient it is to use ICT when learning foreign languages, what benefits they will bring to students and teachers.

To respond to the query, "Why do teachers use a textbook in the classroom?" They can argue that the textbook makes it possible for you to provide crucial information in a very clear and concise manner. However, they would only collaborate on textbooks whose layout and content align with the objectives of a particular student body, not with every book that satisfies the aforementioned standards.

Programmes for computer training work similarly. It is vital to assess their appropriateness for every individual student or group, not only for the broader public. The majority of students believe that having access to the Internet has greatly expanded their opportunities to contact with native speakers, which further inspires them and eventually helps them with their language learning. Furthermore, students have access to material on subjects they are interested in via the Internet, which boosts their motivation.

RESULTS AND DISCUSSIONS

The use of IT contributes to the implementation of a person-centered approach to learning. Learning a foreign language with the help of computerization is of great interest to students. In our opinion, a modern teacher should have the skills to use information technology in a professional context. He must create conditions for practical language proficiency, and his arsenal must contain such teaching methods that would allow each student to demonstrate his skills and his activity. Familiarity with numerous computer programs, browsers, and various websites prompted us to actively use them in our classes. For example, the use of multimedia presentations is based on a communicative approach to mastering all aspects of a foreign language culture: cognitive; educational; developing; educational.

Within the educational aspect, the student masters all types of speech activity: reading; speaking; listening;

The cognitive aspect of working on a presentation helps create not only motivation, but also allows you to combine all types of speech activities. In order to select the material necessary for their presentation, students have to look through a considerable amount of information, work with linguistic and encyclopedic reference books and dictionaries, and study original texts. Thus, students develop lexical, grammatical and pronunciation reading skills. The presentations also include developmental and educational aspects. When working on a presentation, students develop imagination, creative thinking, independence and other personality traits. Participants in creating a presentation while defending it learn not only the ability to communicate with each other, but also to enter into a discussion and develop their own opinion.

In addition, we can use multimedia presentations when introducing and consolidating lexical, grammatical, and regional studies material as supports for teaching monologue and dialogic statements. Their use leads to better assimilation of the material due to the possibility of using animation, changing the most significant elements using color, font, diagrams, adding tables, photographs.

The widespread use of Microsoft Power Point in the classroom leads to the desire of students themselves to create presentations. This method is effective in teaching a foreign language. Students are assigned to create presentations on a specific topic (no more than 7 - 10 slides) with appropriate comments for the slides.

Working on creating a presentation in accordance with the chosen topic, students select phenomena, events, facts that are most interesting to them. Current issues during discussion that are of mutual interest are identified. Knowing that students' work will be in demand, they take such homework more seriously. They also actively use multimedia tools when performing project work and preparing for language conferences. The project method has several benefits:

- integration of all speech activities in the target language;
- involuntary memorization of lexical units and grammatical structures;

- selection of language material, task types, and work sequence in accordance with the topic and purpose of the project;
- visual representation of the extra-linguistic result of the project;
- use of a foreign language in situations as close to real communication as possible; - consideration of students' interests and characteristics;
- creation of internal and external motivation for learning a foreign language;
- intensive interpersonal communication within the students.

It is noteworthy that the project method offers many opportunities for the formation, development, and control of communicative competence in foreign languages. This helps to address one of the major contemporary issues in foreign language teaching methodology, which is connected to the search for instructional formats, strategies, and means that are centred on authentic communication. The key successes of personality-oriented, problem-based, and communicative-activity methods to teaching foreign languages are realised in the project methodology.

The effectiveness of the project method for teaching a foreign language depends on many factors, including the goals and objectives of teaching a foreign language, the age of students, level of language proficiency, group size, material being studied, the state of the material and technical base, etc., as well as the method of integration project in a foreign language course.

Three main approaches to integrating projects into the process of teaching a foreign language have been identified through analysis of scientific and methodological literature, descriptions of projects implemented in practice, and project assignments in educational and methodological complexes in foreign languages. The project can:

- be used as one of the forms of extracurricular work;
- serve as an alternative way to organize a training course;
- integrate into the traditional system of teaching a foreign language.

Examples of foreign language projects used as a form of extracurricular work include various competitions, quizzes, creative evenings, concerts, with the help of technologies. It is important to highlight that the project approach necessitates a significant amount of work from the instructor in terms of project organisation and project integration within the foreign language course. It also enables you to efficiently plan students' extracurricular and classroom activities

CONCLUSION

All of the above leads to the conclusion that the use of new information technologies provides a real opportunity for building an educational system. The information and educational environment of the global network provides students and teachers with the opportunity to freely access various educational resources. And it not only provides, but also allows you to independently create various electronic products.

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