

USING TECHNOLOGY IN ESL CLASSROOMS: HIGHLIGHTS AND CHALLENGES

Fozila Ochilzoda Abduraxmon qizi

The lecturer of History and Philology Department

Asia International University

Bukhara, Uzbekistan

E-mail: fozilaochilzoda@gmail.com

<https://doi.org/10.5281/zenodo.10077084>

Abstract. *All facets of life are already impacted by technology. The education sector in particular has prospered greatly due to widespread use of technology. Additionally, technology has demonstrated its usefulness in language instruction by serving as a source of inspiration and creating opportunities for real-world instruction. Nevertheless, there are still drawbacks in educating with technology. Learners could misuse technology and become easily distracted. Other than that, using technology frequently can restrict students' capacity for thought. Thus, this paper examines the highlights and difficulties in utilizing technology to teach languages. This paper might be a resource used by educators who want to incorporate technology into ESL instruction. Future studies can examine the impact of technology on students' attitudes.*

Key words: *ESL classrooms, motivation, distraction, potential thinking, authentic learning.*

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИЙ В КЛАССАХ ESL: ОСНОВНЫЕ МОМЕНТЫ И ПРОБЛЕМЫ

Аннотация. *Все аспекты жизни уже затронуты технологиями. Сектор образования, в частности, значительно процветал благодаря широкому использованию технологий. Кроме того, технологии продемонстрировали свою полезность в обучении языку, служа источником вдохновения и создавая возможности для обучения в реальных условиях. Тем не менее, в обучении с использованием технологий все еще существуют недостатки. Учащиеся могут неправильно использовать технологии и легко отвлекаться. Помимо этого, частое использование технологий может ограничить мыслительные способности учащихся. Таким образом, в данной статье рассматриваются основные моменты и трудности использования технологий для обучения языкам. Этот документ может стать ресурсом для преподавателей, желающих внедрить технологии в обучение ESL. Будущие исследования смогут изучить влияние технологий на отношение студентов.*

Ключевые слова: *классы ESL, мотивация, отвлечение, потенциальное мышление, подлинное обучение.*

1. Introduction

Technology is no longer unfamiliar to the people of the world. Technology has played an important role in many spheres of work, particularly education. Over the last two decades, the use of Information and Communication Technology (ICT) in language instruction has become a hot topic (Ahmed & Naser, 2015). Technology has become increasingly important in the teaching and learning process both in and out of the classroom.

Language learning benefits from technological advancements. This demonstrates that there is a new period in which current teachers are given difficult obligations. With unprecedented access

to technology, the traditional teaching style has been radically altered. The use of technology has made it possible to have more fascinating and productive teaching and learning sessions, particularly in language acquisition. Technology, according to Shyamlee and Phil (2012), has been a crucial driver of both social and linguistic change.

With English being an international language and its global development, it is utilized as a second language in countries such as India and Malaysia. Some people consider English to be their first language. In many countries, English has become the language of instruction and curriculum. As the number of English learners grows, different teaching approaches are being tested to determine the efficacy of the teaching process (Shyamlee & Phil, 2012). Language is one of the most important aspects of communication.

Students use several aspects of English language skills such as listening, speaking, reading, and writing. There are, however, exceptions. According to Rosicka and Mayerova (2014), the goal of the new educational era is to use technology to engage the present and future generations as active members of society. According to Harwati (2018), the current generation is referred to as "digital natives" due to their high degree of computer literacy.

If technology is not used in education as a means of communication and idea exchange, it is absolutely inconceivable (Ahmed & Naser, 2015). When students are involved in knowledge building, collaboration, and reflection, using computers as learning tools can support effective learning (Rosicka & Mayerova, 2014). Using technology in the classroom can increase student engagement and motivation, especially for the younger, tech-savvy generation.

2. Technology in ESL classrooms

ICT is being used more and more in the realm of education (Rafiq & Hashim, 2018). According to Abunowara (2016), educational technology has the potential to permanently alter how teachers instruct and how students 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. The field of teaching English as a second language (ESL) has been greatly impacted by the technological transformation of education, both in lower and higher education (Mansor & Rahim, 2017).

Teachings evolved along with time. In Malaysia, the shifts start in the classroom with the introduction of technologies like wireless internet, projectors, and laptops (Yunus, 2018). "The process of determining which electronic tools and which methods from implementing them are the most appropriate responses to give classroom situations and problems" is the definition of technology implementation (Roblyer & Doering, 2010, p. 8). The use of computer-assisted language learning (CALL) in the classroom is becoming commonplace (Bax, 2012). The ability of teachers to organize, create, and carry out successful educational activities is just as important to the effectiveness of using technology in the classroom as hardware or software (Abunowara, 2016).

Multimedia education is currently widely employed in English language instruction (Yunus, Hashim, Embi, & Lubis, 2010). Social media is another widely used component of technology in the digital age. Social media enhances the educational process by facilitating more creative and engaging connections and interactions between instructors and students (Khan, 2015).

Social media platforms like Twitter, Facebook, e-mail, Instagram, and blogs offer a forum for people to communicate, share ideas, and work together to discover solutions (Mansor, 2016).

Students' perspectives on learning have changed as a result of technology (Daniels & Pethel, 2005). In addition to changing how students perceive learning, new and more sophisticated technologies are also changing how "educators think about education and literacy" (Pilgrim, Bledsoe, & Riley, 2012: p. 30).

3. Highlights

Many ESL teachers have adapted more engaging and entertaining teaching methods in response to the rapid advancements in technology, guaranteeing engaging lessons (Morat, Shaari, & Abidin, 2016). The secret is motivation, which has been identified as a factor influencing second language acquisition performance. Ng & Ng (2015) claim that motivation is recognized as a stimulant for reaching a particular goal.

There are two sorts of motivation: extrinsic and intrinsic. While extrinsic motivation originates from outside the individual, intrinsic motivation is present within the person and is linked to feelings of wellbeing (Ng & Ng, 2015). According to Porter (1991, as referenced in Morat, Shaari, & Abidin, 2016), there are three key components of motivation: the source of an individual's energy, the channel or direction of that activity, and the means by which that behavior is perpetuated. These days, educators use technology to improve student understanding and the quality of the course material (Hicks, Reid, & George, 2001).

Using a variety of technological tools gives ESL students the independence, inspiration, and support they require to succeed in their studies (Roy, 2019). Technology tools like videos, which allow for presentation in both auditory and visual formats (Canning-Wilson & Wallace, 2000), are likely the reason they are so well-liked because they can boost students' enthusiasm by making the material seem more exciting (Harmer, 2001).

The digital age of education has brought about the emergence of authentic learning. Educational researchers have hypothesized that the benefits of authentic teaching and learning activities can now be realized through the design of Web-based learning environments, rather than being limited to learning in real-life settings and practice (Lombardi, 2007). Ideas come to life through software visualizations, pictures, sounds, and tactile feedback (Lombardi, 2007). Numerous academics have also identified a number of significant traits that have contributed to the advancement and evolution of authentic learning.

According to Herrington and Kevin (2007), authentic learning is grounded in reality and offers an authentic experience and increase the students' motivation in the areas where they thought the instruction was fascinating (Harmer, 2001). Simultaneously, a lot of educators have worked hard to provide realistic learning experiences for their pupils by utilizing technology like computers and films (Herrington, Reeves, & Oliver, 2007). Many diverse teaching strategies have been used in response to the growing number of English language learners in order to evaluate the efficacy of the educational process. For a considerable amount of time, the education sector has employed authentic resources in the form of TV, radio, and films. These technologies have shown to be effective in language learning and teaching, eventually displacing the conventional approach (Shyamlee & Phil, 2012).

4. Challenges

It goes without saying that technology has demonstrated its value in language learning. Nevertheless, it still has drawbacks just like any other artificial teaching strategy. Although teachers may not always need to walk students through different procedures to demonstrate language acquisition, questions and answers between teachers and students help to create a tense and structured environment (Shyamlee & Phil, 2012). In the prevalent conventional pedagogical approach, educators would typically pose an open-ended question and provide guidance to pupils on how to respond. But now that technology is being used, pupils would prefer to look up the solution online.

ICT in education is defined by Yunus, Nordin, Salehi, Hun, and Embi (2013) as technology that facilitates information gathering, management, manipulation, access, and communication in a variety of ways. This demonstrates how knowledge is always at our fingertips and doesn't require thought. It also downplays the significance and emphasis on instruction. It denigrates the way that kids think, encourages them to think, and considers addressing difficulties. Shyamlee and Phil (2012) go on to say that students ought to be free to think creatively and investigate issues and potential solutions without the need for an authoritative figure. Students shouldn't be forced to spend their thinking time on multimedia.

Simin and Heidari (2013) assert that the incorporation of technology may also have an adverse effect on other abilities, such verbal communication. While technology can be a terrific tool for online communication, it will lessen face-to-face interactions between students and teachers. The introduction of technology may involve textual, visual, and aural effects that completely satisfy the students' needs for sound and vision while also piquing their attention. But it also leads to inadequate teacher-student communication (Shyamlee & Phil, 2012).

People can use a plethora of resources when they are online. Particularly when it comes to entertainment, technology can easily divert students. For students who are minors, using the internet unsupervised by their parents might be hazardous. Digital native students typically spend the bulk of their time on social media. Social media platforms like Facebook and Instagram have the potential to divert pupils from their assigned tasks.

With all of the entertainment technology available on computers, students can quickly become distracted when they are online. Apart from that, technology makes online plagiarism simple.

According to Boudjadar (2015), pupils can use technology to get global information by copying and pasting it from the internet. According to Gerard (2012), teachers are reasonably concerned about the ease with which students can plagiarize, whether intentionally or not, even though there is no evidence that web-derived plagiarism is any more common than other varieties (Gerrard, 2012: p. 426).

5. Conclusion

Overall, technology has shown how important it is to the subject of education. Students can be inspired and become more engaged in their studies with the use of technology. Students are drawn in and the classroom is made more exciting by technology. Nevertheless, there are drawbacks to using technology in language instruction. The entertainment options provided by technology may cause students to become sidetracked.

Apart from that, they could utilize technology inappropriately. As a result, students should use technology sparingly and be closely supervised when utilizing computers. This document makes recommendations for all educators who want to use technology in their ESL classes.

I have intended to carry out future studies to examine the impact of technology on students' attitudes.

REFERENCES

1. Abunowara, A. M. (2016). Using Technology in EFL/ESL Classroom. *International Journal of Humanities and Cultural Studies*, 1, 7-23.
2. Berdiyeva, S. (2023). THE IMPORTANCE OF ROLE-PLAYING ACTIVITIES IN IMPROVING LEARNERS' LANGUAGE SKILLS. *Modern Science and Research*, 2(9), 75-78.
3. Jabborova, A. (2023). THE USE OF ASPECT IN "WOMEN IN LOVE" BY DAVID LAWRENCE. *Modern Science and Research*, 2(6), 345-356.
4. Jabborova, A. (2023). WHAT IS DESIGN THINKING?. *Talqin Va Tadqiqotlar*, 1(13).
извлечено от <http://talqinvatadqiqotlar.uz/index.php/tvt/article/view/941>
5. Jabborova Aziza Jobirovna. (2023). THE CATEGORY OF ASPECT IN ENGLISH GRAMMAR. *Academia Science Repository*, 4(05), 10–27. Retrieved from <http://academiascience.com/index.php/repo/article/view/443>
6. Jabborova, A. (2023). THE CATEGORY OF VOICE IN ENGLISH GRAMMAR. *Modern Science and Research*, 2(7), 430–433. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/22266>
7. Jayanthi, N. S., & Kumar, R. V. (2016). Use of ICT in English Language Teaching and Learning. *Journal of English Language Teaching and Learning*, 3, 34-38.
8. Khan, A. (2015). Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. *ELT Voices*, 5, 46-52. Lombardi, M. M. (2007). Authentic Learning for the 21st Century: An Overview. *EDUCAUSE Learning Initiative*, 1, 1-12.
9. Mansor, N. (2016). Enhancing Communication via Social Media in ESL Classroom. In 6th International Conference on Language, Education, and Innovation.
10. Mansor, N., & Rahim, N. A. (2017). Instagram in ESL Classroom. *Man in India*, 97, 107-114.
11. Ng, C. F., & Ng, P. K. (2015). A Review of Intrinsic and Extrinsic Motivations of ESL Learners. *International Journal of Languages, Literature and Linguistics*, 1, 98-105.
<https://doi.org/10.7763/IJLLL.2015.V1.20>
12. Pilgrim, J., Bledsoe, C., & Reily, S. (2012). New Technologies in the Classroom. *Delta Kappa Gamma Bulletin*, 78, 16-22.
13. Rafiq, M. K. R., & Hashim, H. (2018). Augmented Reality Game (ARG), 21st Century Skills and ESL Classroom. *Journal of Educational and Learning Studies*, 1, 29-34
<https://doi.org/10.32698/0232>
14. Rosicka, Z., & Hošková-Mayerova, Š. (2014). Motivation to Study and Work with Talented Students. *Procedia—Social and Behavioral Sciences*, 114, 234-238.
<https://doi.org/10.1016/j.sbspro.2013.12.69>

15. Utkirovna, B. S. (2023). Characteristics of the Works of Charles Dickens. *European Science Methodical Journal*, 1(3), 24-28.
16. Utkerovna, B. S. (2023). SHUM BOLA ASARINING TARJIMASIDA TARJIMON MAHORATI. *DENMARK" THEORETICAL AND PRACTICAL FOUNDATIONS OF SCIENTIFIC PROGRESS IN MODERN SOCIETY"*, 14(1).
17. Zayniddinovna, T. N. (2021). The Image of the Eastern Ruler in the Works of Christopher Marlowe. *Central Asian Journal Of Social Sciences And History*, 2(10), 10-14.
18. Zayniddinovna, T. N. (2022). The Problem of "A Strong Personality" in Shakespeare's Dramas: Richard III and Macbeth. *Middle European Scientific Bulletin*, 20, 7-10.
19. Zayniddinovna, T. N. (2022). Lyrical Dialogue in Shakespeare's Poems as a Reflection of Renaissance Anthropocentrism and a Strong Personality. *Middle European Scientific Bulletin*, 21, 120-125.
20. Ташева, Н. З. (2022). КРИСТОФЕР МАРЛОУ (ЛИТЕРАТУРНЫЙ АНАЛИЗ): ТАМЕРЛЕН ВЕЛИКИЙ КАК ТИП ЛИЧНОСТИ ВОСТОЧНОГО ПРАВИТЕЛЯ. *Eurasian Journal of Academic Research*, 2(2), 234-239.
21. Zayniddinovna, T. N. (2022). THE CHARACTER OF STRONG PERSONALITY ACCORDINGLY WITH EASTERN THEMATICS IN CHRISTOPHER MARLOWE'S PLAY "TAMBURLAINE THE GREAT". *International Journal Of Literature And Languages*, 2(08), 9-14.
22. Zayniddinovna, T. N. (2022). STRONG PERSONALITY'S ARTISTIC AND POETIC REFLECTION IN THE RENAISSANCE EPOCH. *International Journal Of Literature And Languages*, 2(11), 43-51.
23. nafisa Zayniddinovna, T. (2022). Lexico-Semantic Word Production as a Way of Forming Theater Terminology of the English Language. *American Journal of Social and Humanitarian Research*, 3(10), 144-150.
24. Zayniddinovna, T. N., & Sharofiddinovich, S. S. (2021). General cultural and educational values of ancient-classic latin language. *Central Asian Journal of Theoretical and Applied Science*, 2(5), 77-80.
25. Zayniddinovna, T. N. (2023). CHARACTERIZATION OF THE IMAGE OF AMIR TEMUR IN CHRISTOPHER MARLOWE'S DRAMA "TAMERLANE THE GREAT". *International Journal Of Literature And Languages*, 3(02), 36-43.
26. Zayniddinovna, T. N. (2023). CHARACTERIZATION OF THE IMAGE OF AMIR TEMUR IN CHRISTOPHER MARLOWE'S DRAMA "TAMERLANE THE GREAT". *International Journal Of Literature And Languages*, 3(02), 36-43.
27. Tasheva, N. (2023). EXPRESSION OF LEXICAL-SEMANTIC AND SOCIO-SPIRITUAL PARAMETERS IN THE CREATION OF GREAT HUMAN FIGURES IN ENGLISH RENAISSANCE DRAMA. *Академические исследования в современной науке*, 2(21), 50-57.
28. Tasheva, N. (2023). LINGUISTIC AND STYLISTIC FEATURES OF THE TRAGEDY "TAMERLANE THE GREAT". *Общественные науки в современном мире: теоретические и практические исследования*, 2(8), 11-14.

29. Tasheva, N. (2023). " TAMERLANE THE GREAT" AS A PHENOMENON OF THE WORLDVIEW OF RENAISSANCE HUMANISM. *Педагогика и психология в современном мире: теоретические и практические исследования*, 2(9), 24-27.
30. OXUNJONOVICH, Q. Z. (2022). CHANGES OF LYULI IDENTITY. *International Journal of Philosophical Studies and Social Sciences*, 2(3), 74-83.
31. Mavlanova Mehnbonu Obid qizi, & Koryogdiyev Zufar Okhunjonovich. (2023). THE ROLE OF NATIONAL VALUES AND SPIRITUAL AND EDUCATIONAL WORKS IN THE EDUCATION OF THE YOUNG GENERATION. *Spectrum Journal of Innovation, Reforms and Development*, 17, 81–84. Retrieved from <https://sjird.journalspark.org/index.php/sjird/article/view/753>
32. Okhunjonovich, K. Z. (2023). THE EDUCATIONAL VALUE OF NATIONAL CUSTOMS AND TRADITIONS IN THE ERA OF GLOBALIZATION. *American Journal of Interdisciplinary Research and Development*, 18, 64-66.
33. Okhunjonovich, K. Z. (2021). Self-Awareness of Gypsies: Traditionality and Modernity. *American Journal of Social and Humanitarian Research*, 2(7), 33-42.
34. Корёгдиев, З. О. (2016). ACTIVITIES OF AMUDARYA FLOTILLA AT THE END OF THE NINETEENTH CENTURY-BEGINNING OF THE TWENTIETH CENTURY HISTORY (" TURKESTAN COLLECTION" MATERIALS). *Ученый XXI века*, (12 (25)), 20-22.
35. Корёгдиев, З. О. (2016). GOLD EMBROIDERY OF BUKHARA. *Ученый XXI века*, (12).
36. Durova Shakhnoza Shokirovna. (2023). A PRACTICAL WAY OF STUDYING CONDITIONALS. *International Journal Of Literature And Languages*, 3(10), 39–43.
37. Durova, S. S. (2023). KEYS TO LEARN LANGUAGE EFFECTIVELY. *Educational Research in Universal Sciences*, 2(10), 4-6.
38. Fayzullayeva, N. S. qizi . (2023). Theoretical Views on the Use of the Term "Concept" in Cognitive Linguistics. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 3(5), 27–31. Retrieved from <https://www.inovatus.es/index.php/ejine/article/view/1685>
39. Fayzullayeva, N. (2023). USAGE OF THE FLORA IN THE EARLY MODERN ENGLISH POETRY. *Modern Science and Research*, 2(9), 36–39. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/24078>
40. Sur'at qizi Fayzullayeva, N., & Kilicheva, M. R. (2022). UOLT UILTMAN NASRIDA "AMERIKA ORZUSI" KONSEPTI. *INTERNATIONAL CONFERENCE ON LEARNING AND TEACHING*, 1(8), 574-576.
41. Fayzullayeva, N. (2023). THE CONCEPT OF THE AMERICAN DREAM AND WALT WHITMAN. *Solution of social problems in management and economy*, 2(11), 137-142.
42. Nosirova, D. (2023). LEARNING ENGLISH AS A SECOND LANGUAGE: CHALLENGES AND STRATEGIES. *Modern Science and Research*, 2(9), 165–170.
43. Nosirova, D. (2023). SECOND LANGUAGE ACQUISITION AND THE ROLE OF DIDACTIC GAMES IN SLA. *Modern Science and Research*, 2(5), 1143–1145.

44. Murodova, D. (2023). THE CONCEPT OF THE WORDS "GENEROSITY AND COWARDICE" IN THE LAK LANGUAGES. *Modern Science and Research*, 2(6), 1147–1149.
45. Sadullayev, U. (2023). THE ROLE OF THE NEIGHBORHOOD IN THE SOCIAL DEVELOPMENT OF SOCIETY. *Modern Science and Research*, 2(10), 755-757.
46. Shokir O'g'li, S. U. (2023). THE IMPORTANCE OF THE MAHALLA SYSTEM'S REFORMATIONS IN NEW UZBEKISTAN. *International Journal Of History And Political Sciences*, 3(10), 25-30.