

TECHNOLOGY OF TEACHING FOREIGN LANGUAGES IN SCHOOLS

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Abstract: *this article examines the role and application of technology in teaching foreign languages within the school environment. The use of digital tools and resources, including Computer-Assisted Language Learning (CALL), Information and Communication Technology (ICT), and multimedia content, has led to a shift from traditional verbal instruction to more audiovisual and interactive methods. Key technological benefits include providing access to authentic language materials, enabling individualized learning pacing, fostering communicative competence through tools like Computer-Mediated Communication (CMC), and supporting differentiated instruction. Ultimately, technology serves as a powerful instrument to make foreign language acquisition more engaging, flexible, and effective in developing learner autonomy and proficiency across all four language skills.*

Keywords: *foreign Language Teaching, Educational Technology, Computer-Assisted Language Learning (CALL), ICT (Information and Communication Technology), Multimedia, Communicative Competence, Individualized Learning, Digital Tools.*

The integration of technology has fundamentally reshaped the landscape of foreign language education in schools, marking a significant departure from traditional, textbook-centric methodologies. In the 21st century, the digital realm is no longer an optional supplement but an indispensable cornerstone of effective language pedagogy. This transformative shift is driven by the rapid evolution of Information and Communication Technology (ICT) and dedicated Computer-Assisted Language Learning (CALL) tools.

This study explores the critical role that various technological applications—from simple multimedia resources like audio and video to advanced platforms such as Language Management Systems (LMS) and AI-driven apps—play in enhancing the four core language skills: reading, writing, listening, and speaking. The overarching goal of integrating these technologies is to create a more engaging, authentic, and individualized learning environment.

Technology provides students with unprecedented access to authentic materials, allowing them to engage with the target language and culture as used by native speakers, far beyond the confines of the classroom. Furthermore, it facilitates differentiated instruction and personalized learning paths, accommodating the diverse pace and style of every student. Ultimately, the effective adoption of technology in school settings is key to cultivating





communicative competence and fostering learner autonomy, preparing students for global communication in an increasingly interconnected world.

The core of modern foreign language teaching in schools lies in the strategic application of technology to support and enhance pedagogical goals, moving beyond the confines of the traditional textbook-and-chalkboard model. This section details the key technological components, their specific benefits, and the shift in instructional models they facilitate.

1. Key categories of digital tools (CALL and ICT)

The technology used in foreign language instruction, often classified under Computer-Assisted Language Learning (CALL) or Information and Communication Technology (ICT), can be broadly categorized by its function:

Multimedia Resources: These include authentic materials such as foreign news sites, YouTube videos, podcasts, and digital books. They expose students to the target language as it is naturally used, enriching cultural understanding and improving listening comprehension and reading skills.

Interactive practice and gamification: Tools like Quizlet, Kahoot!, and dedicated language learning apps (e.g., Duolingo) use quizzes, flashcards, and game-like challenges to reinforce vocabulary and grammar in an engaging way. This approach, known as gamification, significantly boosts student motivation.

Computer-Mediated Communication (CMC): Platforms like email, video conferencing (Zoom, Teams), and collaborative document editors (Google Docs) enable real-time and asynchronous communication. They facilitate tandem learning (peer-to-peer exchange with native speakers) and collaborative projects, directly developing interpersonal communication skills.

Language Management Systems (LMS) & Virtual Learning Environments (VLEs): Platforms such as Google Classroom or Moodle serve as central hubs for organizing course content, distributing assignments, tracking student progress, and managing communication. They are essential for implementing blended or hybrid learning models.

AI and pronunciation tools: Emerging technologies include speech recognition software and AI-powered tutors that provide instant, personalized feedback on pronunciation and intonation, an area traditionally difficult to address individually in a large classroom setting.

3. The evolving role of the teacher

The shift to a technology-rich classroom fundamentally changes the teacher's role. The instructor moves from being the primary source of information to a facilitator and guide. Teachers must curate digital resources, design engaging tasks that leverage technology effectively, manage the digital learning environment, and provide human, context-rich feedback that automated systems cannot offer. This requires ongoing professional





development to ensure the technology serves the pedagogical goals, rather than becoming a distraction.

The integration of technology has irrevocably transformed the methodology and effectiveness of teaching foreign languages in schools. As demonstrated, tools categorized under Computer-Assisted Language Learning (CALL) and Information and Communication Technology (ICT) provide critical support across all learning phases, dramatically enhancing accessibility to authentic materials and fostering a more engaging, interactive classroom environment.

The most significant outcomes of this technological integration are the promotion of individualized learning paths and the accelerated development of communicative competence. By offering instant feedback, multimedia exposure, and platforms for Computer-Mediated Communication (CMC), technology empowers students to take ownership of their learning, thereby fostering essential learner autonomy.

While technological implementation presents challenges, such as the need for continuous teacher training and equitable access to resources, its benefits far outweigh the difficulties. Looking forward, the effective and strategic use of digital tools is not merely an option but a necessity for preparing students to use foreign languages fluently and confidently in a globalized world. Ultimately, technology serves as the essential catalyst that bridges the gap between traditional instruction and the dynamic, real-world application of language skills.

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