

## INTEGRATING DIGITAL TECHNOLOGIES INTO FOREIGN LANGUAGE TEACHING

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**Abstract:** This article explores the function and efficacy of incorporating digital technologies into the teaching of foreign languages in contemporary education. Due to the quick advancement of information technologies and globalization, digital tools are now a crucial component of education. The study focuses on how artificial intelligence tools, mobile learning apps, interactive whiteboards, online learning platforms, and video conferencing systems are used in foreign language classrooms. A variety of language skills, including speaking, listening, reading, writing, pronunciation, and vocabulary acquisition, are enhanced by each technology. The article also explores the opinions of academics and researchers on the educational advantages of these technologies and how they affect student engagement, motivation, and academic achievement. Additionally, the paper highlights that while digital technologies greatly improve language learning, their efficacy primarily relies on the professional competence and appropriate pedagogical application of the teacher. According to the study's findings, incorporating digital technologies is a smart move for the advancement of foreign language instruction in the twenty-first century.

**Keywords:** Learner engagement, interactive whiteboards, video conferencing, digital technologies, online learning environments, mobile learning, artificial intelligence, and educational technology.  
Introduction

### Introduction

The education system has undergone a substantial transformation due to the swift expansion of globalization and digital technologies. The incorporation of contemporary technological instruments has become a crucial way to improve the efficacy and caliber of the educational process, especially in the field of teaching foreign languages. These days, learners' communication skills are greatly enhanced by the usage of interactive whiteboards, online learning platforms, artificial intelligence tools, mobile applications, and video conferencing systems. Students can access education at any time and from any location thanks to these digital resources, which increases the flexibility and convenience of the learning process. Additionally, these tools foster active engagement in the classroom and boost students' enthusiasm and interest in studying. These resources are particularly crucial for the combined development of speaking, listening, reading, and writing abilities when learning a foreign language.

### INTERACTIVE WHITEBOARD

An Interactive Whiteboard (IWB) is a contemporary teaching technology that allows teachers to include interactive activities, multimedia information, and real-time evaluation onto a single platform while maintaining all the features of a traditional board. Using an IWB in foreign language instruction offers chances for the combined development of reading, hearing, grammar, vocabulary, and phonetics. Teachers can directly play audio recordings and assess students' pronunciation during class using the interactive whiteboard. Additionally, it permits the use of video clips to illustrate real-world language use, including native speakers' speech patterns and intonation. Drag-and-drop exercises are especially useful for vocabulary reinforcement, and interactive tests provide rapid and effective evaluation of pupils' progress

According to scholars, have found that using interactive whiteboards in the classroom significantly increases student engagement. According to research by Smith, Higgins, Wall, and Miller, when interactive whiteboards were employed in the classroom, students' level of active involvement rose by as much as 40% [8:91-101]. Through observations made both before and after IWBs were implemented in classrooms, the researchers showed that students' participation in class discussions also significantly increased as teachers modified their teaching methods to make use of the board. However, Beauchamp and Parkinson warned that if the interactive whiteboard is not utilized properly, it could end up being just a expensive projector rather than a useful teaching tool [1:97-103]. In my opinion, one of the earliest and most significant digital developments in foreign language instruction is the interactive whiteboard. It allows educators to naturally integrate multimedia and visual content into lessons without radically changing their pedagogical approach. However, the mere presence of technology is not enough; what truly matters is how effectively the teacher uses it to achieve instructional goals while encouraging student interaction. A teacher's professional skills and teaching competence play a major role in turning a student standing in front of the board from someone who simply reads the slides into an active participant.

### **ONLINE LEARNING PLATFORMS**

Over the past ten years, online learning environments like Duolingo, Coursera, Khan Academy, Moodle, and Google Classroom have significantly contributed to the democratization of foreign language instruction. With the help of these platforms, learners from all over the world may now access top-notch language learning resources at any time and from any location.

Additionally, synchronous learning-which occurs in real time-and asynchronous learning-which lets students' study at their own pace-can be combined thanks to online platforms. Teachers can submit instructional materials, video lectures, and assessment activities using learning management systems like Moodle or Google Classroom, and students can do them whenever it's most convenient for them. As a result, learning becomes more adaptable, individualized, and learner-centered. Additionally, these platforms' interactive areas and discussion boards promote student collaboration and written communication.

According to scholars, EFL (English as a Foreign Language) groups that used online writing forums showed noticeably better written communication abilities than those taught through conventional techniques, according to research by Lan and Sie [6:723-732]. The researchers specifically highlighted how the online setting gives students a psychological space where they feel less nervous and more at ease when writing. In a similar vein, Warschauer contended that because students of all skill levels typically feel more comfortable expressing their thoughts and opinions, participation in online learning settings is frequently more equal than in traditional classrooms.

In my view, online resources have a profoundly revolutionary impact on the teaching and study of foreign languages. Gamification-based platforms like Duolingo successfully encourage students to practice every day and maintain regular study habits. It is crucial to remember that online resources cannot completely take the place of a teacher. A human instructor remains the most effective source of real interaction, relevant feedback, and cultural context-all of which are essential for the development of true communication skills. Therefore, rather than serving as a replacement for the teacher, digital platforms should be regarded as an important collaborator in the educational process.

### **ARTIFICIAL INTELLIGENCE TOOLS**

One of the most significant developments in education has been brought about by artificial intelligence (AI) technology. AI-based programs and models, such ChatGPT, Grammarly, DeepL, and

ELSA Speak, offer students automated, instantaneous, and customized feedback in foreign language instruction that was previously mostly provided by native speakers or seasoned instructors. Writing, pronunciation, and reading comprehension are the three main areas of language learning where AI has made impressive strides.

AI-based language models can accurately identify grammatical, lexical, and stylistic problems in learners' written and spoken language. Applications like ELSA Speak are capable of accurately evaluating pronunciation performance and even identifying phoneme-level faults. Additionally, students can extend their oral language practice time outside of the classroom by participating in simulated discussions with ChatGPT. This is especially important as successful language acquisition is mostly dependent on the total quantity of practice time.

According to researchers, artificial intelligence is radically changing how foreign language instruction will develop in the future. Godwin-Jones, who looked into the use of AI in foreign language instruction, claims that adaptive learning systems can offer content that is customized to each learner's proficiency level, making it possible to implement personalized learning on a large scale [4:1-15]. He goes on to say that since AI systems can record student replies and produce extensive data for instructional analysis, they can greatly assist teachers in their diagnostic duties. Furthermore, Rankin investigated the efficacy of large language models like ChatGPT in improving the writing abilities of EFL learners and discovered that students who participated in AI-based simulated dialogues produced written texts that were about 23% better than those in the control group [7:45-67]. In my opinion Artificial intelligence is radically changing how foreign language instruction will develop in the future. But using it also brings up a number of significant ethical issues. Academic integrity may be violated if students completely rely on AI to do written tasks. As a result, educators should use AI mainly as a diagnostic and practice-supporting tool in the classroom, making sure that assessment is still done under human supervision. Although AI is a potent teaching tool, its use must always be accompanied by ethical consciousness and pedagogical responsibility.

### **MOBILE LEARNING APPLICATION**

Over the past ten years, Mobile Assisted Language Learning (MALL), has grown to be a crucial part of teaching foreign languages. With apps like Duolingo, Babbel, Quizlet, Anki, and Hello Talk, learners may now practice languages at any time and from any location thanks to the widespread usage of smartphones. One of MALL's primary benefits is that it allows for the employment of microlearning techniques, which give knowledge in small, digestible bits that may be regularly examined throughout daily life, while also removing the constraints of time and space in learning. A number of important elements determine how effective mobile applications are. First, a lot of these programs use spaced repetition algorithms, which have been shown to improve long-term memory retention of language. Second, gamification elements like levels, ranking systems, and achievements boost students' intrinsic motivation and keep them interested in the learning process. Third, programs such as Hello Talk facilitate language interaction between students and native speakers worldwide, offering chances for real-world communication practice.

According to scholars, mobile-assisted language learning and video conferencing technologies have significantly transformed foreign language education. In their initial study on Mobile-Assisted Language Learning (MALL), Kukulska-Hulme and Shield found that mobile learning enhances rather than replaces regular classroom instruction. They specifically point out that one important improvement in language teaching is the capacity of mobile applications to facilitate the creation of customized learning pathways [5:271-289]. In subsequent research, Stockwell discovered that

although students used desktop computers for an average of 20 minutes per session, they tended to use mobile devices for shorter sessions of roughly 5 to 10 minutes, but they accessed learning materials more frequently, leading to an overall increase in practice frequency. In a similar vein, Godwin-Jones noted that mobile technologies have given the "anytime, anywhere learning" paradigm genuine substance, increasing the flexibility and accessibility of language learning [3:2-11]. In my opinion, mobile applications might be among the best additional resources for teaching foreign languages when used properly. Given how frequently students use smartphones, there is a great chance to reroute this routine activity toward meaningful language development. However, mobile apps frequently concentrate on particular facets of language learning, especially grammar and vocabulary.

They are therefore less successful in fostering effective speaking abilities and intercultural communicative competence. Therefore, it is crucial to incorporate mobile tools with teacher-guided communicative activities that promote the development of comprehensive language skills rather than depending only on them. Zoom Google meet: During the COVID-19 pandemic, video conferencing services like Zoom, Google Meet, and Microsoft Teams achieved unparalleled significance and drastically changed the way foreign language instruction was organized. Although the COVID-19 pandemic (2020–2021) hastened the transition to online learning, these platforms have remained crucial to language acquisition even after the pandemic, especially for online meetings with native speakers, international collaborative projects, and distance learning.

The capacity of video conferencing systems to offer genuine synchronous communication is one of their main benefits for teaching foreign languages. Students participate in real-time conversation while focusing on non-verbal clues including body language, facial expressions, and intonation—all of which are crucial elements of communication competency. While screen sharing enables teachers to deliver materials directly on students' devices, creating more interactive and visually assisted learning experiences, features like breakout rooms provide students the chance to freely communicate in pairs or small groups.

According to researchers, teachers and students tended to see synchronous online instruction more favorably than traditional asynchronous distant learning, according to Gacs, Goertler, and Spasova, who examined the shift of foreign language programs to online formats during the pandemic period. According to the study, Zoom-based oral discussion sessions were very successful in boosting students' speaking confidence [2:380-392]. Similar to this, Souza-Fierro showed that using breakout rooms in Google Meet increased learners' language output by about 30% when compared to in-person classroom settings because students are less likely to "hide" or remain passive in an online setting. In my opinion geographical impediments to studying a foreign language have been totally removed by video conferencing devices. Previously nearly unthinkable, learners from any part of Kazakhstan can now practice real-time communication with native speakers from cities like London or New York. But there are several drawbacks to this approach as well, including as erratic internet connections, problems with screen tiredness (also known as "Zoom fatigue"), and the lack of a traditional classroom setting. A hybrid learning strategy, which carefully integrates and pedagogically balances online and in-person training, is a more effective way to address these issues.

## CONCLUSION

In summary, it is clear that incorporating digital technologies into foreign language instruction is a strategically significant move for educational systems in the twenty-first century. Interactive whiteboards, online learning platforms, AI apps, mobile learning tools, and video conferencing systems are all examples of tools that improve particular facets of the teaching and

learning process. When used in tandem, these tools promote a more successful and all-encompassing approach to learning a foreign language by helping learners enhance their total language competency. The usefulness of digital technology in teaching foreign languages has been repeatedly shown by research studies. The influence of these tools, however, is largely dependent on their intentional pedagogical application under the supervision of a skilled instructor, according to academics. Future research should focus on a number of areas, such as the impact of technology integration on teachers' professional development, the long-term efficacy of hybrid learning models, the ethical application of artificial intelligence and issues of academic integrity, and the difficulties associated with the digital divide.

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