



EMERGING USES OF TECHNOLOGY IN LANGUAGE TEACHING

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“I fear the day that technology will surpass our human interaction. The world will have a generation of idiots.”

Albert Einstein

Annotation: This article is devoted the using appropriate technologies to teach foreign languages, the role of computer-assisted language learning, and how the technology is used for providing language learning experiences. There are also some Miscellaneous Websites presented in the article.

Technology is the most valuable and reliable resource to teach foreign languages. There are two main ways to think about technology for language learning: technology as providing teaching resources: technology IS associated with language teaching and technology as providing enhanced learning experiences. Technology as providing enhanced learning experiences: contributing authentic material or available resources and providing learners access to the target language. Technology also allows programs can even adapt to diverse learners by analyzing their input and providing customized feedback and remedial exercises suited to their proficiency. Here is a brief review of some of the options that teachers use. This review includes options not featured in the Experience above but ones that you should be aware of. Since computers started to be introduced in language learning (and in education in general) people have rightly asked whether the investment we are making in these technologies gives us value for money. As digital technologies have taken hold in society in general, this particular question is not asked quite so often, but it is still important to make sure that the technologies that we have available are used effectively. People are always tempted to try to make an argument for technology having an impact on the development of pedagogy and in many cases we can see that the use of technology has enabled teachers to re-think what they are doing. We also see people trying to populate this domain by talking about notions like the ‘flipped classroom’, ostensibly a methodology that sees input as occurring at ‘home’ and physical classrooms being used as spaces to explore what has been presented

In the input. This is far from being a new idea, but these agendas are pushed for a while and then disappear again. What is a contender for a methodology that is central to the world of technology and language learning is that blended learning. These digital tools are, of course, central in what I would argue is the established and recognized field of computer-assisted language learning (CALL), but are also increasingly a core part of English language teaching (ELT) in general. People continue to debate the use of the term CALL itself, asking whether it is still relevant. Levy and Hubbard make the argument (2005), whilst Dudeney and Hockly (2012) are rather less convinced. In a world where we increasingly see laptops, tablet computers, or mobile phones as the technology of choice, it might be argued that we are at a tipping point when this common term will soon disappear. However, in this chapter at least I will refer to the discipline as CALL because along with the names of the different special interest groups and the predominant journals in the field, this continues to be the most common referent. A useful definition of CALL



comes from Levy: ‘the search for and study of applications of the computer in language teaching and learning and this is what this book presents, albeit in a new way of thinking about the field. This fresh approach sees it as one that has significantly diversified, illustrates real practice with a considerable number of authentic case studies and then in the final chapter shows how CALL makes an increasingly significant contribution to the general world of ELT.

There are thousands of English language learning websites and apps to help both students and teachers: Kahoot, Youtube, Socrative, Wiki, Quizlet, Flipgrid, Breaking News English, Google Drive, Ted Talks, Busy Teacher, and Shareit. *Flip* (formerly Flipgrid) is a video-based tool that allows for discussion across digital devices, but in a fun and engaging way that makes it ideal for use in education. This powerful discussion tool does have the might of Microsoft behind it but, despite that professional backing, is a very simple-to-use and fun tool. That makes it ideal for students and teachers alike. From use in the classroom to hybrid learning to at-home work, Flip can be used without boundaries to enhance communications for students and teachers. At its most basic, Flip is a video tool that allows teachers to post "Topics" that are essentially videos with some accompanying text. This is then shared with students, who can be prompted to respond. The response can be made using the software's camera to create videos that are then posted to the original Topic. These videos can be recorded as many times as needed before uploading and can have the addition of emojis, text, stickers, drawings, or custom stickers. There are special programs that use technology to enhance English language learning which was developed from an Inter-Institutional Collaborative Self-Access project called ICOSA. ICOSA (ICSA) is a protocol that builds upon the Hedron protocol to add HDRN staking and additional incentives for staking HEX as well as jumpstarting the Hedron borrowing system. ICOSA is built by the same team behind the Hedron protocol, ensuring seamless integration. ICOSA exists to both allow HDRN holders to generate yield and to absorb free-market HEX in the form of HSI HEX stakes and distribute those to the community in a way that equally benefits both HDRN and HEX. HDRN stakers can enjoy yield in the form of ICOSA as well as the burning effect of the HSI buy-back mechanism. HEX stakers can enjoy decreased sell pressure and the ability to bid on these HSI HEX stakes with freely minted HDRN. The Icosa protocol will buy any and all HSI NFTs created by the Hedron protocol at a rate determined by its borrowable amount of HDRN and the HEX share rate at the time of sale. These HSIs are then detokenized and borrowed against by the contract to be sent to the Hedron liquidation auction 90 days later.

There are some appropriate recommended materials & programs for ESP settings (based on TESOL):

- a) Cambridge university press - Cambridge University Press is the university press of the University of Cambridge. Granted letters patent by King Henry VIII in 1534, it is the oldest university press in the world. It is also the King's Printer. Cambridge University Press is a department of the University of Cambridge and is both an academic and educational publisher. It became part of Cambridge University Press & Assessment, following a merger with Cambridge Assessment in 2021. With a global sales presence, publishing hubs, and offices in more than 40 countries, it publishes over 50,000 titles by authors from over 100 countries. Its publishing includes more than 380 academic journals, monographs, reference works, school and university textbooks, and English language teaching and learning publications.
- b) Oxford university press - Oxford University Press advances knowledge and learning. From a child reading their first words to a researcher expanding the frontiers of their field, the possibilities are endless. Established in the earliest days of printing and throughout our 400-



year history, we have always been home to the inquisitive, the passionate, and the ambitious. We welcome new ideas and fresh thinking and offer the opportunity for individuals and teams to make their mark.

- c) Macmillan Learning - In 2011 Macmillan Publishers Ltd was fined GBP 11.3 million by the High Court in London, in respect of gains through corruption by Macmillan Education in East and West Africa between 2002 and 2009. Subsequently, Macmillan Education stopped operating in East and West Africa. In December 2011, Bedford, Freeman, and Worth Publishing Group, Macmillan's higher education group, changed its name to Macmillan Higher Education while retaining the Bedford, Freeman, and Worth name for its K–12 educational unit.
- d) National geographic learning
- e) C e n g a g e-learning
- f) NPR
- g) TED talks
- h) Radio hour

Used Literature:

1. A Free Preparation Course by: On TESOL. Copyright © 2018. (<http://ontesol.com/tesol-courses>)
2. Lusi Nurhayati, M.App.Ling. (TESOL) Universitas Negeri Yogyakarta 2008
3. www.cambridge.org
4. Innovations in learning technologies for English language teaching. Edited by Gary Motteram.