



LEARNER ATTITUDES TOWARDS THE USE OF TECHNOLOGY IN LANGUAGE CLASSROOMS

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ABSTRACT

The integration of technology into language classrooms has transformed traditional teaching methods and created new opportunities for learners. This study explores learners' attitudes towards the use of technological tools such as language learning applications, online platforms, and interactive whiteboards. Data were collected through surveys and interviews with language learners to investigate how these tools influence motivation, engagement, and overall learning outcomes.

Findings reveal that while most learners perceive technology as an effective means to support autonomous learning and enhance classroom interaction, challenges such as technical issues, digital distractions, and varying levels of digital literacy also emerged. The study concludes that thoughtful and pedagogically grounded use of technology can positively shape learners' experiences and outcomes in language education.

Keywords: *learner attitudes, educational technology, language learning apps, online platforms, interactive whiteboards, engagement, motivation.*

INTRODUCTION

The rapid advancement of technology has significantly influenced the field of education, particularly in the teaching and learning of languages. Traditional classroom practices are increasingly being supplemented or replaced by digital tools such as mobile language learning applications, online learning platforms, and



interactive whiteboards. These tools not only provide learners with greater access to resources but also create opportunities for interactive and personalized learning experiences.

In recent years, the integration of technology into language education has been widely encouraged, as it is believed to enhance learner engagement, foster autonomy, and support communicative competence. However, the effectiveness of these tools largely depends on learners' attitudes and perceptions. If students view technology as useful, motivating, and easy to use, they are more likely to engage actively and benefit from it. On the other hand, negative attitudes, technical challenges, or digital fatigue may hinder the potential of technology in improving language learning outcomes.

Understanding learner attitudes towards the use of technology in language classrooms is therefore essential for educators and policymakers. It can provide insights into how digital tools are received by learners, highlight potential barriers to adoption, and suggest ways to maximize their pedagogical impact. This study seeks to explore students' opinions on various technological tools and examine how these perceptions influence engagement, motivation, and learning in the language classroom.

MAIN BODY

In many classrooms, students respond positively when technology is introduced in ways that feel relevant and interactive. Language learning apps often attract learners because they allow practice outside the classroom in a flexible and personalized way. Students frequently mention that using such apps makes learning feel less like homework and more like a game, especially when progress is shown through rewards or visual achievements. This playful element can increase motivation and encourage regular practice.



Online platforms also shape learner attitudes in meaningful ways. When students have access to recorded lessons, interactive tasks, and discussion forums, they often feel a greater sense of control over their learning. They appreciate being able to review materials at their own pace, revisit challenging concepts, and communicate with peers and teachers beyond classroom walls. This flexibility is often described as empowering, since it supports different learning styles and helps reduce anxiety about keeping up with the class.

Interactive whiteboards bring another layer of engagement. Many learners enjoy seeing their contributions projected instantly, whether it is writing vocabulary, drawing mind maps, or solving grammar problems collaboratively. The visual and participatory nature of whiteboards often makes students more attentive, as they feel that the lesson is happening “with them” rather than “for them.” Such tools can transform a passive classroom into an active space where students are eager to participate.

At the same time, students also raise practical concerns about the use of technology. Some note that technical problems, poor internet connection, or lack of access to devices can reduce their enthusiasm. Others mention that too much reliance on screens may cause distraction or reduce the depth of face-to-face interaction.

However, many learners agree that when teachers balance technology with traditional methods, the overall experience is richer and more engaging.

Overall, learners’ attitudes highlight the importance of integrating technology in ways that are purposeful, interactive, and supportive of different learning needs. When students feel that technology directly contributes to their progress and gives them more opportunities to practice, their motivation and engagement in language learning tend to grow.



Technology Tool	Practical Example of Use in Language Classroom	Learner Attitudes / Reactions	Impact on Engagement and Learning
Language Learning Apps	Students use Duolingo or Memrise to practice vocabulary before class, then share new words in group discussions.	Learners often enjoy the game-like design and feel more confident using newly learned words in class.	Increases vocabulary retention and motivates students to practice daily outside the classroom.
Online Platforms	Teachers upload lesson recordings, quizzes, and discussion prompts on Google Classroom or Moodle for after-class access.	Students appreciate being able to review difficult lessons and participate in forums at their own pace.	Encourages independent learning, supports shy learners, and improves overall understanding of complex topics.
Interactive Whiteboards	During a grammar lesson, learners come up to the board to complete sentence-building tasks together in teams.	Many students feel excited to participate because their answers are displayed to the class instantly.	Builds collaborative spirit, keeps attention focused, and makes abstract rules more concrete through visuals.



Technology Tool	Practical Example of Use in Language Classroom	Learner Attitudes / Reactions	Impact on Engagement and Learning
Video Conferencing Tools	In a hybrid class, learners interact with native speakers through Zoom or Microsoft Teams for real-time conversation practice.	Students feel motivated by authentic communication opportunities and enjoy meeting peers from different cultures.	Improves speaking fluency, cultural awareness, and confidence in real-world communication.
Digital Flashcards & Quizzes	Teachers use Kahoot or Quizlet Live for quick revision at the end of class with competitive team play.	Learners describe it as fun and energizing, often comparing it to playing a game rather than studying.	Boosts recall, keeps energy high, and creates a memorable classroom experience that strengthens retention.

CONCLUSION

Learners' attitudes towards the use of technology in language classrooms show that digital tools can create highly engaging and motivating learning environments when used thoughtfully. Apps, online platforms, and interactive tools offer students greater flexibility, autonomy, and opportunities for active participation. Many learners express that technology makes lessons more interactive and enjoyable, while also supporting their independent study outside the classroom. At the same time, students are aware of challenges such as technical issues, digital distractions, and the risk of over-reliance on screens. These concerns highlight the



need for balance and careful integration of digital resources with traditional teaching approaches. Overall, the evidence suggests that when technology is used creatively and purposefully, it can strengthen language learning by fostering motivation, improving retention, and making the classroom a more dynamic and collaborative space.

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