



## USING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING: BENEFITS AND CHALLENGES.

*Mamadaliyeva Gulbaxor Arabjanovna*

*Andijan Machine -building institute Academic lyceum*

[gulbahormamadaliyeva2905@gmail.com](mailto:gulbahormamadaliyeva2905@gmail.com)

**Annotation:** The rapid evolution of digital tools has transformed the landscape of English Language Teaching (ELT). This article examines the dualistic nature of technology integration in the classroom, exploring how digital resources enhance linguistic acquisition while identifying the systemic hurdles that impede their effectiveness. Through a qualitative analysis of current pedagogical trends, the study highlights the shift from traditional teacher-centered models to student-centric, technology-enhanced environments. The findings suggest that while technology significantly boosts engagement and accessibility, success depends heavily on teacher digital literacy and institutional support.

**Keywords:** ELT, Educational Technology, Digital Literacy, Pedagogy, Language Acquisition, Blended Learning.

In the 21st century, the "chalk and talk" method of language instruction is increasingly being supplemented—or replaced—by interactive whiteboards, Learning Management Systems (LMS), and AI-driven applications. The primary goal of incorporating technology into ELT is to create an immersive environment that mirrors the globalized, digital reality of the English language. This article explores the specific advantages these tools offer and the multifaceted challenges educators face during implementation.

The integration of technology in English language teaching (ELT)—also known as ESL or EFL—has transformed classrooms from traditional textbook-based settings into dynamic, interactive environments. Tools range from basic multimedia



(videos, audio) to advanced platforms like AI chatbots (e.g., ChatGPT), language apps (Duolingo, Kahoot!), virtual reality (VR), collaborative documents, and online quizzes. This shift accelerated during the COVID-19 pandemic and continues with emerging technologies.

Benefits of Using Technology in ELT. Technology offers significant advantages for both learners and teachers, enhancing engagement, personalization, and skill development across the four language skills (listening, speaking, reading, writing).

- Increased Student Motivation and Engagement: Interactive apps, gamification (points, badges, leaderboards), multimedia resources, and AI-driven activities make lessons more enjoyable and immersive. Students often show higher participation, reduced anxiety (especially in speaking practice with non-judgmental AI tools), and better retention. Authentic materials like videos and podcasts expose learners to real accents, intonation, and cultural contexts that textbooks alone cannot provide.

- Personalized and Flexible Learning: Adaptive platforms adjust to individual paces, styles, and proficiency levels. Learners can practice at their own speed, receive immediate automated feedback on pronunciation, grammar, or writing, and access content anytime. This supports differentiated instruction, helping shy students or those with varying needs (including learners with disabilities) without the pressure of live peer interaction.

- Access to Authentic Materials and Resources: Technology provides vast online references, real-world language input, translation tools, and opportunities for collaborative learning (e.g., shared documents or global partner exchanges). It improves vocabulary, grammar, pronunciation, and all four skills while encouraging independent and lifelong learning.

- Improved Teaching Efficiency and Outcomes: Teachers benefit from easier lesson planning, material creation, assessment (e.g., automated quizzes), and



progress tracking. Studies show positive impacts on language proficiency, writing accuracy, speaking fluency, motivation, and even reduced learner anxiety. AI can generate customized content, freeing teachers for more creative facilitation.

- **Broader Accessibility:** It extends learning beyond the classroom, supports remote or blended models, and promotes skills like digital literacy that are valuable for employability and global communication.

Recent research, including studies from 2023–2025, consistently highlights these gains, particularly with AI tools enhancing autonomy and engagement.

**Challenges of Using Technology in ELT.** Despite the advantages, integration is not seamless and comes with notable obstacles that can hinder effectiveness if unaddressed.

- **Digital Divide and Access Issues:** Not all students have reliable devices, internet, or high-quality connections, especially in developing regions or low-income households. This creates inequality, limiting home practice and exacerbating gaps for English learners (ELs). Technical glitches (unstable connections, device failures) can disrupt lessons.

- **Teacher Preparedness and Training:** Many educators lack sufficient training, confidence, or time to integrate tools effectively. Rapid technological changes add to workload (preparing digital materials, managing platforms). Older teachers or those with high teaching loads may resist or feel overwhelmed. Pedagogical alignment—ensuring tools support learning goals rather than distract—is crucial but challenging.

- **Over-Reliance and Skill Deterioration:** Excessive dependence on AI or apps may reduce real human interaction, interpersonal communication skills, or critical thinking. Concerns include academic dishonesty (plagiarism via AI generators), generic/inaccurate AI outputs, information overload, and potential standardization of language that ignores nuances or cultural contexts.



- Technical, Ethical, and Practical Limitations: Infrastructure costs, software licenses, privacy/data security risks, algorithmic biases, and maintaining student focus (off-task behavior, distractions) are common issues. Class size, time constraints, and varying student tech literacy add complexity. In some contexts, technology may not fully replace the social and contextual elements of language learning.

- Equity and Inclusion Concerns: Tools might neglect diverse learning styles or deepen inequalities if not implemented thoughtfully.

Best practices for effective integration. Successful technology use in ELT requires strategic approaches:

- Provide ongoing professional development for teachers, focusing on both technical skills and pedagogical integration.

- Combine technology with traditional methods (blended learning) to maintain human interaction.

- Ensure equitable access through school-provided devices, offline options, or mobile-friendly tools.

- Align tools with clear learning objectives and assess their impact regularly.

- Address ethics explicitly (e.g., teaching responsible AI use) and promote digital literacy alongside language skills.

- Start small with familiar tools and scale based on context, student needs, and available resources.

In conclusion, technology is a powerful supplement in English language teaching that boosts engagement, personalization, and outcomes when used thoughtfully. However, its benefits are maximized only by addressing challenges like access, training, and over-reliance through policy support, teacher empowerment, and context-sensitive implementation. As AI and other innovations evolve, ongoing research and adaptation will be key to harnessing technology's full potential in ELT.



The results indicate that technology is not a "magic bullet." The pedagogy must precede the technology. A sophisticated app is useless if it does not align with the lesson's communicative goals. Furthermore, the "human element" remains irreplaceable; while AI can correct a verb tense, it cannot yet replicate the nuanced cultural feedback and emotional encouragement provided by a human instructor.

### **Conclusion**

The integration of technology in ELT is an inevitable and largely positive evolution. It breaks down geographical barriers and provides a rich, multimodal learning experience. However, to mitigate the challenges of distraction and technical inequity, institutions must view technology as a supportive tool rather than a replacement for sound teaching methodology.

- **Continuous Professional Development (CPD):** Schools should provide ongoing training for teachers to stay updated on the latest ELT software.
- **Blended Learning Models:** Balance high-tech activities with "unplugged" communicative tasks to ensure interpersonal skills are developed.
- **Critical Digital Literacy:** Teach students how to evaluate the quality and credibility of online English resources.
- **Equity of Access:** Governments and institutions should prioritize providing high-speed internet and devices to underserved student populations.

### **References.**

1. British Council (2024). Ten Trends and Innovations in English Language Teaching 2024. This report highlights the shift toward global citizenship, inquiry-based learning, and the use of digital tools to foster critical thinking in ELT.
2. Erubay, B., & Myrzakhanova, D. (2025). Using Technology in English Language Teaching: Benefits and Challenges. *Interdisciplinary Science Studies*. A mixed-methods study exploring how interactive apps and multimedia resources specifically improve vocabulary and pronunciation.



3. Innovative Academy (2024). The Role of Technology in Modern English Language Teaching. This article evaluates the impact of Learning Management Systems (LMS) and gamified learning on student autonomy and engagement.

4. OECD (2026). Digital Education Outlook 2026: The Next Generation of Generative AI. A landmark report examining how generative AI acts as a personalized tutor for language learners and an efficiency tool for educators.

5. Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English Language Teaching: Affordances and Challenges. A comprehensive review of how AI-powered chatbots and Natural Language Processing (NLP) are used more frequently in ELT than in any other subject.

6. Journal of Education and Educational Research (2025). Using Artificial Intelligence in English Language Teaching: Benefits and Challenges. This study discusses the "fear of the unknown" among learners and the technical inaccuracies (hallucinations) sometimes produced by AI models.

7. Wang et al. (2025). Examining the Effect of the Integration of Multiple MALL Applications on EFL Students' Academic Vocabulary Acquisition. Published in Taylor & Francis, this study provides empirical evidence on how combining apps like Kahoot, Quizlet, and WhatsApp creates a superior learning outcome compared to traditional methods.

8. Shaheen, S., Soomro, M., & Ali, A. (2024). Mobile-Assisted Language Learning (MALL) in English Education: Trends and Developments. This paper focuses on the flexibility of "anytime-anywhere" learning while addressing the physical limitations of mobile devices (e.g., screen size and battery life).

9. Viberg, M., & Kukulska-Hulme, A. (2024). Mobile Learning and Language Acquisition: A Catalyst for Self-Directed Learning. An update on foundational MALL theories, emphasizing how mobile tools nurture lifelong learning habits outside the classroom.