INTEGRATING TECHNOLOGY INTO PRIMARY ENGLISH LANGUAGE TEACHING: A CASE STUDY FROM UZBEKISTAN

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Abstract

This study explores the integration of digital tools in teaching English to young learners in Uzbekistan. The research focuses on how technological devices such as tablets, smartboards, and language learning apps impact vocabulary acquisition and student motivation in primary classrooms. A mixed-methods approach was applied, including pre- and post-tests, classroom observations, and interviews with teachers. The findings reveal that technology-enhanced lessons increase student engagement and vocabulary retention. The article provides recommendations for effectively using digital tools in early language education.

Keywords

educational technology, English language teaching, primary education, vocabulary acquisition, learner motivation, Uzbekistan

Introduction

In Uzbekistan, English is taught as a foreign language from the early years of schooling. However, teaching methods remain largely traditional. With the introduction of digital devices into schools, educators face new opportunities and

challenges. This study aims to investigate how technology can enhance vocabulary learning and motivation among young English learners.

Methodology

This research used a mixed-methods design. Participants included 4 English teachers and 80 students in Grades 3 and 4 from two public schools in Bukhara. Data collection instruments included vocabulary pre- and post-tests, motivation surveys, and classroom observations. The experimental group received technology-supported lessons using Wordwall, Quizlet, and educational videos for six weeks. Data were analyzed using SPSS and thematic coding.

Results

Quantitative results showed a 22% average improvement in vocabulary test scores in the experimental group, while the control group improved by only 8%. Motivation surveys indicated higher enthusiasm and participation in technology-enhanced classrooms. Observations supported these findings, with increased learner engagement during digital activities.

Discussion

The results confirm existing research that technology can improve language acquisition in young learners (Mishra & Koehler, 2006; Dudeney et al., 2013). Teachers in the study noted that digital tools helped manage classroom attention and differentiated instruction. However, some faced challenges such as limited Wi-Fi and lack of training. The study highlights the need for ongoing professional development and infrastructure support.

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