

## USING TECHNOLOGY IN EFL CLASSROOMS

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**Annotation.** This study explores the impact of technology in English as a Foreign Language (EFL) classroom. It focuses on the use of digital tools such as mobile apps, interactive platforms, and online resources to improve language learning. A survey was conducted among EFL students to identify their preferences and experiences. Results showed increased motivation and engagement when technology was integrated into lessons, despite minor challenges like distractions.

**Keywords:** EFL, educational technology, digital tools, student motivation, language learning or technical issues.

**Annotatsiya.** Ushbu tadqiqot xorijiy til sifatida ingliz tili (EFL) darslarida texnologiyaning ta'sirini o'rganadi. Unda mobil ilovalar, interaktiv platformalar va onlayn resurslar kabi raqamli vositalardan foydalanish orqali til o'rganishni yaxshilash masalasi yoritilgan. EFL talabalar o'rtasida ularning afzalliklari va tajribalarini aniqlash maqsadida so'rovnoma o'tkazildi. Natijalar shuni ko'rsatdiki, texnologiya darslarga integratsiya qilinganda talabalar ko'proq motivatsiya va qiziqish bilan qatnashgan, biroq chalg'ituvchi omillar yoki texnik muammolar kabi kichik to'siqlar mavjud bo'lgan.

**Kalit so'zlar:** ingliz tili chet tili sifatida, ta'lim texnologiyalari, raqamli vositalar, talaba motivatsiyasi, til o'rganish yoki texnik muammolar  
На русском языке:

**Introduction.** The integration of technology into education has significantly changed the landscape of language teaching. In EFL (English as a Foreign Language) classrooms, digital tools offer innovative ways to improve communication skills, vocabulary, and learner autonomy. With the rise of mobile-assisted language learning (MALL), AI-powered platforms, and cloud-based resources, students now have access to diverse and personalized learning experiences. These tools not only facilitate immediate feedback and flexible learning but also bridge the gap between formal education and real-life language use.

In line with national educational reforms, Uzbekistan's President Shavkat Mirziyoyev has emphasized the importance of digital transformation in education. As he stated, "Today's education must be modern, based on advanced technologies, and oriented toward the future needs of our youth. Only then can we raise a competitive and enlightened generation." (Mirziyoyev, 2022). This vision supports the integration of digital tools in EFL classrooms and highlights the government's commitment to fostering innovation in teaching and learning. As Warschauer & Healey (1998) pointed out, technological advancement has

shifted language learning from teacher-centered to learner-centered approaches, promoting autonomy, motivation, and interaction. Furthermore, mobile apps such as Duolingo, Memrise, and Quizlet are commonly used to reinforce vocabulary and grammar through gamification, making learning more engaging. Learning Management Systems (LMS) like Google Classroom or Moodle support structured, blended learning environments, while video conferencing tools like Zoom and Microsoft Teams enable synchronous interaction. However, successful implementation depends on how effectively these tools are used by both teachers and students. Factors such as digital literacy, internet access, institutional support, and teacher training are crucial in determining the outcome of technology integration. According to Alimova (2024), “most of the world’s English language teachers speak English as a second or third language rather than as their first language. The article seeks to provide an overview of how the role of language proficiency issue has been addressed in the ELT literature,” highlighting the added pressure on non-native teachers to master both language proficiency and digital competencies. Teachers are now expected not only to deliver content but also to skillfully integrate digital technologies in facilitating language instruction. This dual role calls for continuous professional development and adaptability to technological trends. Students, in turn, benefit from multimedia exposure, gamified learning environments, and opportunities for online collaboration, which have been shown to increase motivation and retention of knowledge (Stockwell, 2012). Therefore, this study aims to analyze how students perceive the use of technology in their English classes, what platforms they use most frequently, and what challenges they encounter. It also seeks to contribute to the growing body of research on educational technology in EFL contexts and offer insights into best practices for future implementation.

**Methods.** To examine the role of technology in EFL learning, a survey was conducted among 30 second- and third-year students at Uzbekistan State World Languages University. The survey contained both multiple-choice and open-ended questions. These questions were designed to collect information about:

The types of digital tools used (e.g., Duolingo, Quizlet, Memrise, YouTube, Zoom)

Frequency and purpose of their use (e.g., grammar practice, vocabulary building, listening comprehension)

Student preferences and perceived benefits.

Problems and challenges encountered.

The data was collected over the course of one week and analyzed both quantitatively and qualitatively. Percentages were calculated to represent common responses, and students’ open-ended feedback was thematically categorized.

**Results.** The analysis of the survey responses revealed several key findings:

86% of students stated that technology made English lessons more interesting and enjoyable.

73% reported using mobile applications outside the classroom for vocabulary and grammar practice.

67% said online platforms helped them improve listening and speaking skills.

YouTube and Quizlet were the most frequently mentioned effective platforms.

58% noted that they engaged more actively in online lessons compared to traditional ones.

However, the survey also highlighted some concerns:

47% mentioned internet connection issues during online classes.

33% admitted they were often distracted by social media or other content while using digital tools.

25% found it difficult to stay motivated without direct teacher supervision.

These results suggest a generally positive attitude toward the use of technology in language learning, while also emphasizing the need for balance and discipline.

**Discussion.** Moreover, Mukhammadiev (2021) points out that the "Ibrat" app not only helps learners improve their English skills but also contributes to the overall development of digital literacy, an essential skill in today's world. With the growing reliance on digital technologies across all sectors, students who use the app are also acquiring valuable digital competencies, which will benefit them in their academic and professional lives. However, as promising as these technological advancements are, challenges remain. While technology has the potential to enhance learning experiences, it can also pose distractions. According to the survey data, 33% of students reported being distracted by social media or other content while using digital tools for learning. This issue is a common concern with the increasing use of smartphones in education. Warschauer and Healey (1998) cautioned that while technology can provide a wealth of educational opportunities, it is crucial to ensure that students remain focused and engaged with the learning materials. Teachers need to establish clear guidelines for technology use and actively monitor student activity to ensure that these tools are being used effectively and for educational purposes. Furthermore, technical issues such as internet connection problems were also reported by 47% of the students. In many regions of Uzbekistan, inconsistent or slow internet connections pose a barrier to fully benefiting from online learning platforms. Teachers should not only be trained in using technology effectively but also in troubleshooting common technical problems that may arise during digital lessons. Providing students with offline learning options or downloadable content can also help overcome connectivity issues.

**Conclusion.** While the integration of technology into EFL classrooms offers numerous benefits, including increased student motivation, greater autonomy, and enhanced access to learning materials, it is essential to address the challenges posed by distractions, technical issues, and the need for effective guidance. The "Ibrat" app in Uzbekistan serves as a prime example of how

technology can be used to address local educational challenges and provide students with valuable resources to improve their language skills. However, to maximize the potential of such technologies, it is crucial that both educators and students receive the proper training and support to ensure effective use.

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