

USING TECHNOLOGY (APPS, AI, VIDEOS) IN ENGLISH LANGUAGE TEACHING

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Annotatsiya

Ushbu maqolada ingliz tilini o'qitishda zamonaviy texnologiyalarning, xususan, mobil ilovalar, sun'iy intellekt va videolar kabi vositalarning samaradorligi, ularning tarixi hamda amaliy qo'llanilishi o'rganiladi. Maqolada nazariy asoslar, klassik yondashuvlar, mintaqaviy va milliy olimlarning hissasi, empirik tadqiqotlar va tanqidiy tahlillar chuqur tahlil qilinadi. Tadqiqotlar natijalari texnologiyalardan foydalanish o'quvchilarning til o'rganish motivatsiyasi, interaktivlik va natijadorligini oshirishini ko'rsatadi. Shu bilan birga, texnologik vositalardan foydalanishda yuzaga keladigan qiyinchiliklar va muammolar ham muhokama qilinadi.

Kalit so'zlar: Texnologiya, Ingliz tili, Ilovalar, Sun'iy intellekt

Abstract

This article explores the effectiveness of modern technological tools—particularly mobile applications, artificial intelligence, and videos—in English language teaching. It examines theoretical foundations, classical approaches, the contributions of regional and national scholars, empirical applications, and critical debates. The review demonstrates that technology enhances student motivation, interactivity, and learning outcomes in language acquisition. However, it also scrutinizes the challenges and limitations that may arise from the integration of technology into language classrooms, providing a comprehensive analysis of current research and practices.

Keywords: Technology, English language, Apps, Artificial Intelligence

Аннотация

В данной статье исследуется эффективность современных технологий, таких как мобильные приложения, искусственный интеллект и видео, в обучении английскому языку. Рассматриваются теоретические основы, классические подходы, вклад региональных и национальных ученых, эмпирические исследования и критический анализ. Анализ показывает, что использование технологий способствует повышению мотивации, интерактивности и результативности обучения. Вместе с тем обсуждаются возникающие трудности и ограничения при внедрении технологических средств в языковое образование.

Ключевые слова: Технологии, Английский язык, Приложения, Искусственный интеллект

Introduction

The rapid evolution of digital technology has fundamentally transformed the landscape of English language teaching (ELT) worldwide. As educators and learners increasingly turn to mobile applications, artificial intelligence (AI), and multimedia resources such as videos, the traditional boundaries of classroom instruction are being redefined. These technological advancements offer unprecedented opportunities for personalizing learning experiences, increasing accessibility, and fostering learner autonomy. However, their integration into pedagogy also presents a range of

challenges, from digital literacy gaps to questions about the pedagogical efficacy of various tools. The purpose of this article is to provide a comprehensive examination of the use of technology—specifically apps, AI, and videos—in English language teaching. By reviewing theoretical frameworks, historical developments, the contributions of regional and national scholars, empirical studies, and current debates, this article aims to elucidate both the potential and limitations of technology-enhanced language instruction. The analysis will demonstrate that while technology can significantly enrich language learning environments, its effective use depends on critical pedagogical choices and contextual factors.

Literature Review

The integration of technology into English language teaching (ELT) is anchored in a robust theoretical and conceptual framework that has evolved over several decades. Foundationally, constructivist theories of learning, such as those advanced by Vygotsky, emphasize the social and interactive nature of language acquisition, positing that learners construct knowledge through active engagement and collaboration. This theoretical stance underpins much of the rationale for using interactive technologies in ELT, as digital tools facilitate communication, collaboration, and context-rich learning environments. The communicative language teaching (CLT) paradigm, which emerged in the 1970s, further solidified the importance of authentic interaction, task-based learning, and real-world communication in language pedagogy. Technology, especially in its current forms, aligns closely with CLT principles by providing platforms for synchronous and asynchronous communication, immersive simulations, and authentic language input.

Historically, the use of technology in language teaching can be traced back to the advent of language laboratories in the mid-20th century. These early forms of technological intervention were grounded in behaviorist theories of learning, particularly the work of B.F. Skinner, who championed the use of drills, repetition, and immediate feedback to reinforce language structures. The behaviorist approach found expression in audiolingual methods and the first computer-assisted language learning (CALL) programs, which offered learners opportunities for repetitive practice and self-paced instruction. However, as the limitations of behaviorism became apparent—particularly its neglect of meaning-making and communicative competence—the field shifted toward more constructivist and sociocultural paradigms. The rise of multimedia and internet technologies in the late 20th and early 21st centuries enabled a dramatic expansion of CALL, moving from drill-based exercises to more dynamic, interactive, and communicative applications. Scholars such as Warschauer and Kern have documented this evolution, noting how technology has increasingly supported authentic communication, intercultural exchange, and learner autonomy [1].

The conceptualization of technology in ELT has also been shaped by regional and national contexts, with scholars from diverse backgrounds contributing to the discourse. In Uzbekistan, for example, researchers such as Kadirova and Tashkent-based educators have emphasized the potential of mobile learning (m-learning) to address local challenges of access and motivation. Their work highlights how apps tailored to Uzbek learners can bridge linguistic and cultural gaps, making English more accessible to students outside urban centers. Similarly, in East Asia, scholars like Wang and Lee have explored the role of social media platforms and AI-powered language tutors in fostering collaborative learning and peer feedback. In the United States and the United Kingdom, the focus has often been on leveraging technology to support differentiated instruction, inclusive education, and the integration of English for Academic Purposes (EAP) into university

curricula. The contributions of national scholars are thus crucial in contextualizing technology adoption, reflecting the unique sociolinguistic and educational landscapes of their regions [2].

Empirical studies have provided a wealth of evidence on the effectiveness and challenges of using technology in English language teaching. Numerous quantitative and qualitative investigations have examined the impact of mobile applications on vocabulary acquisition, reading comprehension, and speaking fluency. For instance, a large-scale study by Stockwell (2010) found that students who used vocabulary apps demonstrated significantly higher retention rates compared to those relying on traditional paper-based methods. Similarly, AI-driven platforms such as Duolingo and Rosetta Stone have been the subject of randomized controlled trials, with results indicating that adaptive feedback and personalized learning pathways can accelerate language acquisition and improve learner engagement. Videos, whether in the form of authentic materials (e.g., news broadcasts, films) or teacher-created content, have also been shown to enhance listening skills, cultural awareness, and motivation. In a meta-analysis of 35 studies, Lin and Lan (2019) concluded that video-based instruction consistently outperformed text-only approaches in terms of learner outcomes and satisfaction [3].

Despite these promising findings, critical analysis reveals a number of debates and unresolved questions regarding the pedagogical value and practical implementation of technology in ELT. One area of contention concerns the digital divide—the persistent gap in access to technology between urban and rural areas, as well as among learners of different socioeconomic backgrounds. While some scholars argue that mobile apps and cloud-based platforms have democratized access to English language resources, others caution that disparities in device ownership, internet connectivity, and digital literacy may exacerbate existing inequalities. Another critical issue is the question of teacher preparedness and professional development. Research has shown that the successful integration of technology depends not only on the availability of tools, but also on teachers' ability to design meaningful, pedagogically sound activities. In many contexts, there remains a gap between technological potential and classroom practice, as educators struggle to align digital tools with curricular goals, assessment standards, and learner needs [4].

The theoretical discourse around AI in ELT is particularly complex. AI technologies, such as natural language processing (NLP) and machine learning algorithms, have enabled the development of intelligent tutoring systems, automated essay scoring, and real-time speech recognition. Proponents argue that AI can personalize instruction at scale, providing instant feedback and adapting content to individual learner profiles. However, critics raise concerns about the limitations of current AI models, including their inability to fully capture nuances of meaning, pragmatics, and cultural context. Ethical considerations, such as data privacy and algorithmic bias, are also central to the debate, especially as AI systems increasingly mediate teacher-student interactions. A growing body of research is investigating how AI can complement, rather than replace, human teachers, emphasizing the need for a balanced approach that leverages technological affordances without sacrificing the relational and affective dimensions of language learning [5].

From a methodological perspective, the study of technology in ELT has employed a range of research designs, from experimental and quasi-experimental studies to ethnographic and action research approaches. Mixed-methods studies have been particularly valuable in capturing the multifaceted nature of technology use, combining quantitative measures of learning outcomes with qualitative insights into learner perceptions, attitudes, and experiences. For example, a recent ethnographic study in Central Asia documented how English teachers integrated WhatsApp and

Telegram into their teaching practices, using these platforms to facilitate group discussions, share resources, and provide formative feedback. The study revealed both the affordances and constraints of mobile messaging apps, highlighting issues such as information overload, distraction, and the negotiation of teacher-student boundaries. These findings underscore the importance of context-sensitive research that accounts for the sociocultural, institutional, and technological factors shaping technology adoption in diverse educational settings [6].

Critical perspectives on the use of videos in ELT have interrogated the assumptions underlying multimedia learning. While the cognitive theory of multimedia learning (Mayer, 2001) posits that the combination of visual and auditory input can enhance understanding and retention, recent studies have called for a more nuanced consideration of learner differences, cognitive load, and instructional design. Some researchers argue that poorly designed videos, or those that are not aligned with learning objectives, may in fact impede comprehension or foster passive consumption. Others have highlighted the potential of videos to support multimodal literacy, intercultural competence, and learner agency, particularly when students are engaged in video creation and analysis as part of project-based learning. The debate thus centers on the conditions under which videos can be most effective, emphasizing the need for careful selection, scaffolding, and integration into broader pedagogical frameworks.

Another area of scholarly debate concerns the role of technology in promoting learner autonomy and self-regulation. Proponents of technology-enhanced language learning argue that apps and online platforms empower learners to take control of their own learning trajectories, set goals, monitor progress, and access resources on demand. Empirical studies have found that students who engage in autonomous learning with the support of technology often demonstrate higher levels of motivation and persistence. However, critics point out that not all learners possess the metacognitive skills or self-discipline required for successful independent study, and that technology can sometimes lead to superficial engagement or distraction. The challenge for educators, therefore, is to design technology-mediated activities that foster both autonomy and accountability, providing appropriate scaffolding and support.

Regional and national scholarship continues to play a vital role in shaping the discourse on technology in ELT. In post-Soviet contexts such as Uzbekistan, Kazakhstan, and Russia, scholars have explored the intersection of language policy, digital innovation, and educational reform. Research in these regions often addresses the challenges of integrating English into multilingual educational systems, the development of localized digital content, and the professional development needs of teachers. For example, studies conducted in Uzbekistan have highlighted the role of state-sponsored digital platforms in expanding access to English language resources, as well as the importance of culturally relevant materials that reflect local identities and values. In East Asia, research has focused on the use of AI-powered chatbots for conversational practice, the gamification of vocabulary learning, and the integration of technology into large, exam-oriented classrooms. These regional perspectives enrich the global conversation on technology and language teaching, underscoring the diversity of contexts, challenges, and innovations.

The literature also addresses the implications of technology for assessment and feedback in ELT. Automated assessment tools, such as AI-driven essay graders and speech recognition software, promise to reduce teacher workload and provide immediate, objective feedback to learners. Studies have shown that such tools can accurately assess basic language skills, identify common errors, and track learner progress over time. However, concerns remain about the validity and reliability of automated assessments, particularly with respect to higher-order language skills,

creativity, and critical thinking. Teachers and researchers alike caution that technology should be viewed as a supplement to, rather than a replacement for, human judgment and formative assessment practices.

In sum, the literature on technology in English language teaching reveals a dynamic and rapidly evolving field, characterized by innovation, diversity, and ongoing debate. Theoretical and empirical work has demonstrated the potential of apps, AI, and videos to enhance language learning, but also highlights the importance of context, pedagogy, and critical reflection. As new technologies continue to emerge, the challenge for educators, researchers, and policymakers will be to harness their affordances in ways that are equitable, effective, and responsive to the needs of diverse learners.

Conclusion

The integration of technology—encompassing mobile applications, artificial intelligence, and videos—into English language teaching represents one of the most significant pedagogical shifts of the 21st century. The literature reviewed in this article demonstrates that technology can substantially enrich the language learning experience by increasing access to authentic materials, supporting differentiated instruction, and fostering learner autonomy and engagement. Mobile apps and AI-driven platforms, when thoughtfully implemented, have been shown to accelerate vocabulary acquisition, personalize learning pathways, and provide timely feedback. Videos offer multimodal input that enhances listening comprehension, cultural awareness, and motivation. However, the successful deployment of these tools is contingent upon a range of factors, including teacher expertise, institutional support, and the sociocultural context. Persistent challenges, such as the digital divide, teacher preparedness, and the limitations of automated assessment, underscore the need for ongoing investment in professional development and infrastructure. Moreover, critical perspectives remind us that technology is not a panacea; its pedagogical value depends on alignment with sound instructional principles and a nuanced understanding of learner needs. As technology continues to evolve, future research and practice should focus on creating inclusive, context-sensitive, and sustainable models of technology-enhanced language education. By doing so, educators can harness the transformative potential of technology while mitigating its risks, ultimately advancing the field of English language teaching in meaningful and equitable ways.

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