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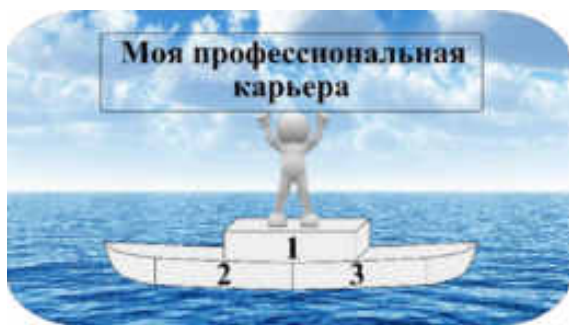


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Abstract

This article examines the transformative role of technology in teaching English as a second or foreign language. It highlights how digital tools, online platforms, and artificial intelligence have reshaped pedagogical strategies and enhanced students' motivation, collaboration, and communicative competence. The findings suggest that technology, when integrated effectively, fosters interactive, student-centered learning environments and improves the quality of English language education.

Keywords: technology, English language teaching, digital learning, ICT, blended learning, language pedagogy.

Introduction. The rapid development of information and communication technologies (ICT) has significantly influenced education worldwide, including the field of English Language Teaching (ELT). Modern students live in a digital society where access to information and communication is primarily mediated by technology. As a result, traditional teaching methods — based on textbooks and teacher-centered instruction — are gradually being replaced by technology-enhanced, learner-centered approaches.

The Integration of technology in teaching English provides new opportunities for interactive communication, authentic language exposure, and individualized learning. Teachers can now use online platforms, multimedia resources, and mobile applications to create engaging lessons that cater to diverse learning styles and needs. This article explores the pedagogical implications, advantages, and challenges of incorporating technology into English language education.

Technology has become an essential pedagogical tool in the modern English classroom. It supports the four core language skills — listening, speaking, reading, and writing — through interactive and multimodal input.

Listening and speaking: multimedia tools such as podcasts, YouTube videos, and video conferencing platforms (Zoom, Skype) allow learners to hear authentic pronunciation, rhythm, and intonation. Voice recording tools and speech-recognition apps help students practice oral skills and receive instant feedback.

Reading and writing: online dictionaries, grammar-checkers, and collaborative platforms (Google Docs, Padlet) facilitate writing practice and peer review. Digital reading materials expose students to diverse genres and registers of English.

One of the most effective models for integrating technology in English teaching is blended learning, which combines traditional face-to-face instruction with online learning activities. This model allows students to control the pace and path of their learning while maintaining the advantages of in-person communication.

The proliferation of smartphones and tablets has led to the rise of Mobile-Assisted Language Learning (MALL). Mobile applications such as Duolingo, Memrise, and BBC Learning English provide learners with constant access to English practice through short, interactive activities.

Mobile learning encourages microlearning — the acquisition of knowledge in small, focused segments — which aligns with the attention span and learning habits of today's digital generation.

Moreover, interactive whiteboards, virtual classrooms, and augmented reality (AR) tools transform traditional lessons into multisensory experiences, supporting visual and kinesthetic learners. These technologies foster student engagement, collaboration, and creativity in the learning process.

Recent developments in Artificial Intelligence (AI) have opened new possibilities for personalized English instruction. AI-driven platforms analyze students' language performance and adapt content to their proficiency level. For example, tools like Grammarly, ELSA Speak, and ChatGPT can provide immediate feedback on grammar, pronunciation, and vocabulary usage.

AI chatbots also simulate conversational practice, allowing students to communicate in English in real-time without fear of judgment. Such tools make learning more autonomous, interactive, and efficient.

However, the implementation of AI requires ethical considerations, including data privacy, content accuracy, and the teacher's role as a human facilitator who guides interpretation and reflection.

Despite its advantages, the integration of technology into English teaching faces several challenges. Limited access to digital infrastructure, insufficient teacher training, and varying levels of digital literacy among students can hinder effective implementation.

Teachers must not only master language pedagogy but also acquire technological pedagogical content knowledge (TPACK) — the ability to combine subject knowledge, teaching skills, and technology use effectively. Continuous professional development, institutional support, and equitable access to digital resources are therefore crucial for successful technology-enhanced language education.

Conclusion. Technology plays a transformative role in teaching English by promoting interactivity, personalization, and authentic communication. It supports the development of linguistic and digital competencies essential for the 21st century.

However, technology is not a substitute for pedagogy — its effectiveness depends on thoughtful integration, methodological planning, and the teacher's creative use of digital tools. When properly implemented, technology empowers both teachers and learners, bridging cultural and linguistic divides and making English language education more accessible, engaging, and effective.

In conclusion, the role of technology in English teaching is not merely to modernize instruction but to redefine how language is learned and experienced in the digital age.

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