

USING TECHNOLOGY TO TEACH VOCABULARY IN EFL CLASSROOM

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Annotation: This article examines the use of technology in teaching vocabulary in English as a Foreign Language (EFL) courses. It looks at how digital tools like mobile apps, online games, learning management systems (LMS), and interactive multimedia materials might help students learn new words, remember them, and stay motivated. This article talks about the good things that technology-enhanced learning and teaching can do for students, such as giving them more freedom, tailored training, and feedback in real time. It does this by looking at contemporary research and teaching methods. We will also talk about problems that teachers might have to deal with, including students not being able to use technology or being able to read and write well enough.

Keywords: vocabulary teaching, EFL classrooms, educational technology, digital tools, learner independence, motivation, vocabulary learning, and learning management systems (LMS).

Аннотация. В данной статье рассматривается интеграция технологий в преподавание лексики в классах английского языка как иностранного (EFL). Анализируется влияние цифровых инструментов, таких как мобильные приложения, онлайн-игры, системы управления обучением (LMS) и интерактивные мультимедийные ресурсы, на улучшение усвоения, запоминания лексики и мотивации обучающихся. Основываясь на современных исследованиях и педагогической практике, в статье обсуждаются положительные результаты, которые предлагает обучение с использованием технологий, включая развитие автономии учащихся, персонализированное обучение и обратную связь в реальном времени. Также рассматриваются возможные проблемы, с которыми могут столкнуться преподаватели, такие как недостаточный уровень цифровой грамотности и технологические ограничения в отдельных образовательных контекстах.

Ключевые слова: Обучение лексике, EFL классы, образовательные технологии, цифровые инструменты, автономия обучающихся, мотивация, усвоение лексики, системы управления обучением (LMS)

Annotatsiya. Ushbu maqolada chet tili sifatida ingliz tili (EFL) sinflarida lug‘at o‘qitish jarayoniga texnologiyalarni integratsiya qilish masalasi o‘rganiladi. Mobil

ilovalar, onlayn o‘yinlar, o‘quv jarayonini boshqarish tizimlari (LMS) va interaktiv multimedia vositalari kabi raqamli vositalarning lug‘atni o‘zlashtirish, eslab qolish va o‘quvchilarni rag‘batlantirishga ta’siri tahlil qilinadi. Zamonaviy tadqiqotlar va pedagogik tajribalarga tayangan holda, maqolada texnologiyalardan foydalangan holda ta’limning ijobiy jihatlari — o‘quvchilarning mustaqil ta’lim olish imkoniyati, shaxsiylashtirilgan yondashuv va real vaqt rejimidagi fikr-mulohazalar muhokama qilinadi. Shuningdek, ayrim ta’limiy sharoitlarda raqamli savodxonlikning pastligi va texnologik cheklovlar kabi muammolar ham ko‘rib chiqiladi.

Kalit so‘zlar: Lug‘at o‘qitish, EFL sinflari, ta’lim texnologiyalari, raqamli vositalar, o‘quvchi mustaqilligi, rag‘batlantirish, lug‘atni o‘zlashtirish, o‘quv jarayonini boshqarish tizimlari (LMS)

Technology has become a bigger element of modern education and learning, especially when it comes to teaching languages. Actually, vocabulary learning has greatly benefited from the use of digital tools and resources, as it is closely related to the larger field of language ability. So, EFL teachers are slowly moving away from the old ways of memorizing things by rote and toward more dynamic, interactive, and learner-centered techniques that are currently being supported by new technologies. Godwin-Jones (2011) and Kukulska-Hulme & Shield (2008) both stress that mobile technologies have become more important in language learning. Their research shows that mobile phones and tablets can offer on-demand vocabulary support, collaborative learning experiences, and flexible access to resources. Chapelle (2001) says that CALL, or computer-assisted language learning, settings could also help students acquire new words by using multimedia and interacting with them. Learning management systems like Moodle, Edmodo, and Google Classroom offer more than just structured material distribution, tracking of student content, and quick feedback for explicit vocabulary education (Burston, 2015). The above-mentioned solutions enable teachers to add multimedia content and track learners' progress, facilitating more productive and guided instruction.

Advantages of using technology in vocabulary lessons

In the world of different learning styles, technology lets you add interactive and multimodal input. Quizlet, Memrise, and Anki are some of the applications that can help students expand their vocabulary through games, spaced repetition, or flashcards they make themselves. These kinds of sites help learners be independent by letting them set their own goals, keep track of their progress, and plan time for review. On the other hand, multimedia tools like films, animations, and podcasts put words in their settings, which makes them easier to remember and use. For example, a film with subtitles shows students how to use, pronounce, and combine words in real-life

situations. Digital storytelling and vocabulary games are fun and engaging ways to keep learners interested.

Ways to make classroom integration work

When using technology to teach vocabulary, it's important to find a balance between students' tech skills and the learning goals. Teachers need to see technology as something that helps students learn, not something that gets in the way. Here are some practical and detailed solutions that EFL teachers can use in different situations in the classroom:

1. Different Ways to Learn Together

Use both in-person and digital tools to help students learn new words within and outside of class.

Once a week, upload vocabulary lists, quizzes, and video explanations to Google Classroom or another LMS like Moodle or Edmodo.

You may give students digital homework like matching games or composing sentences with vocabulary apps.

Share vocabulary films, interactive readings, and other materials with your students before class to help them get ready.

2. Apps for mobile devices and the web

Encourage students to use vocabulary apps that are appropriate for their level and interests.

Quizlet, Memrise, and WordUp let students make and share sets of flashcards. SRS will help students remember new words for longer. Gamification can help keep learners motivated to keep using and practicing their new language in the app.

3. Digital storytelling and creative activities

Students make digital material that uses the target vocabulary to improve both their language and technology skills at the same time. You may make posters, cartoons, or short tales using the new words using Canva, Adobe Express, or Storybird. Students make movies, podcasts, or slideshows utilizing words related to a theme, such as travel, food, or the environment. These kinds of projects let kids be creative, work together, and utilize words in context.

Things to think about and problems

There are still some big problems and things to think about when it comes to using technology in vocabulary lessons. One big problem is that not all schools have easy access to digital devices with a good internet connection. This is especially true for rural or poorly funded schools. It is still unclear whether internet technologies can be used effectively without a robust infrastructure. Furthermore, some pupils are good with technology, and some aren't. The ones who aren't are still at the bottom of the digital divide in the classroom. Some teachers might not feel ready or trained to employ instructional technology, especially if they have always used traditional approaches. Because they don't have the right training, teachers typically use digital tools in a

shallow or useless way, not all technology tools are good for teaching. Some of them encourage rote memorization instead of understanding, which would make them less useful for the curriculum's goals. So, the teachers need to carefully look at the quality and usefulness of all the tech information they want to use. The next problem is managing time. Preparing and using technology-based training takes a lot of time, which can often hurt actual teaching. Giving useful feedback is another problem, especially in big classrooms, where an automated system might not take into account essential details about the situation. In particular, a school should pay for its infrastructure and professional development programs. Teachers should also be careful and thoughtful when using technology to help with vocabulary learning instead of getting in the way of it.

In conclusion, technology is no longer considered a luxury for teaching; instead, it is considered a way to build 21st-century teaching and learning. Digital tools, LMSs, and interactive resources make learning more interesting for students and provide them more ways to study in a way that works for them. As the digital world develops, teachers will need to adapt by using new technology that could improve teaching and learning. Teachers and their schools will also need to be learning new things to support these changes. Schools and institutions that can make technology a significant part of their students' lives would better prepare them for the challenges of the 21st century and provide them the skills they need to succeed in a society that is mostly digital. There are some problems, including the uneven distribution of digital resources and the overreliance on technology, that need to be kept in mind so that educational innovation can get the best of both worlds.

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