

## CHALLENGES OF IMPLEMENTING DIGITAL TECHNOLOGY IN THE SECONDARY ENGLISH LANGUAGE CLASSROOM

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### Abstract

Technology in English language classrooms plays an essential role to implement teaching curriculum effectively. Nowadays, majority educational institutions are using digital technology and Internet to teach foreign languages in our country. This study attempted to find the reasons why technology was not been using, and whether using technology for teaching language can change the environment of classroom, student attitude toward learning, motivation and engagement. In this research, survey was given to foreign language teachers in order to find out which lesson are the most essential and asked their opinions whether digital technology based lessons' number should have been increased in the future.

**Key words:** social media, curricula, engagement, implementing, access.

### Introduction

As other spheres, technology has become an important part of education in recent years. Developing of social media, and networks namely, You Tube, telegram, and google shows how it is necessary, effective for their use in the classroom. Students can learn everything at ease with the help of songs, videos, cartoons, films and several animated lessons. They are helpful to memorize data which were given by them. These days teachers conduct their lessons in both ways, traditional way and technological way. The mixture of these two styles permits for innovative lessons that both teachers and students can reach their goal. So, most of the educational institutions are being connected to the Internet and have televisions, smart boards in classrooms. The aim of it is using these technologies effectively. it has already been time to go forward through computer, smart board, smartphone and various learning programs as game to play and to launch seeing them as instruments of learning.

According the Law of the Republic of Uzbekistan on Education, advanced pedagogical technologies, innovative forms and methods of teaching, communication technologies will be used while introducing curricula, and study programmes (article 26). it opens the chances to use technologies in the educational process, based on credit unit system (article 35).

The Decree of the President of the Republic of Uzbekistan on Approval of the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030 of 29

April 2019 № PD-5712 sets the following strategic objectives for improving digital capacity of schools: implementation of IT , radically enhancing the quality of education in schools by enlarging the specialized technology based classes with in-depth study of foreign languages. There are several obstacles to overcome before providing classrooms with technology and Internet. It is said that integration process in teaching can be time consuming. In order to integrate the lesson with technology, teachers need to learn a new field of study. If we can use technologies in the English classroom effectively, goal can be achieved, success is possible, and the results can be helpful to both teacher and student.

### **Issues of using technology in the classroom**

This part will discuss how English language is being taught in the Secondary English language classrooms and its challenges. Nowadays, English instructors should develop knowledge on the level of technological skill that supports to teach language with integration of technology based lesson (Ruthven, Hessessey, & Brindley, 2004; Sternberg et al., 2007). The lesson which is integrated with technology promotes active learning and engagement than traditional way of teaching to deliver information (McGrail, 2007).

Teaching with technology demands that teachers should teach content specific concepts while using technology and they should learn to implement strategies that support pedagogy

Furthermore, they need to assess the competences of various technologies to support learning (Koehler & Mishra, 2009). That is to say that, implementing digital technologies for student learning is a very difficult act that several issues are needed to take into consideration; English teacher's ability to use technology and supporting educational institutions with technology (Swenson, 2006).

The instructors of English language ought to pay attention some factors before implementing digital technology into their teaching procedure to weigh the advantage and disadvantages for student learning. Firstly, it is better to have an access to technology, however, access is not the main thing to correlate directly with effective utilization(Cuban, Kirkpatrick, & Peck, 2001; Sternberg et al., 2007). In order to achieve for better results instruction should be clear and enhanced for both students and teachers while using technology. If instruction is not accurate it can affect the quality of lesson negatively, decrease student opportunity or their active engagement in the classroom.

Besides, there are certain challenges of using technology which English teachers need to consider and balance such as from simple act of turning on a digital technology or entering some websites. Teachers must manage poor networking, out of date infrastructure and few resources to handle it (Ertmer, 1999; McGrail, 2005; Ruthven et al., 2004). Due to the fact that day by day technology is being developed so teachers may have trouble to stay aware of them. Another thing needs to be note that teachers must identify their goals and purposes at first and why this technology is used for by taking into consideration of students needs. For example,



students want to improve their speaking skills, teachers should choose appropriate devices and websites. As an example, teacher cannot choose E-reader and Padlet instead of audio recorder or Flipgrid website. Because e-reader, digital device is better for enhancing reading skill while padlet.com is for writing.

Experiences using technology and previous successful lesson based on technology are essential features in determining new technology (Hughes,2005). In addition to this, digital technology can be more efficient when both teachers and students complete tasks(Ruthven et al.,2004). Technology can be used when teachers comprehend how certain devices improve teaching efficiency and can give support for students to struggle more (Ruthven et al., 2004).if these factors are met, technology implementation becomes successful for teacher instruction and student learning (Hughes, 2005).

In short there are certain challenges to implement technology in the classroom.

1. Lack of experience and training
2. Internet connection with technological devices
3. Lack of digital devices
4. Out of date technologies
5. Distractions while using technologies

### Implications

This study aimed to note that additional training and support are necessary for teachers to integrate technology more effectively into their teaching procedure. Such support for practicing instructors is highly demandable issue in the world to raise.

### Conclusion

This research focuses on problems of using technology in the Secondary English language classrooms. The experiences which majority of teachers come across in their academic work spheres: a lack of technology, a shortage of training, a lack of access to technologies. However, Willingness to integrate technologies in the classroom can bring lots of advantages for students.

Difficulties of access to and resources for utilizing technological tools in class affect to student motivation, engagement time management in completion of tasks.

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