INFORMATION TECHNOLOGY & INFORMATION TECHNOLOGY FOR ENGLISH LANGUAGE LEARNERS IN SCHOOLS

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Annotation: *The purpose of this paper is to investigate what significance information technology (IT) has in supporting students who are ELLs to learn in schools. It looks at literature related to the issue along with its practical applications and policy perspectives to provide insight into the opportunities of open, interactive, authentic materials and cultural competence and the challenges (equity, infrastructure, and teacher preparedness). IT has the potential to achieve high motivational levels, communication capabilities, and intercultural competence but must be supported systematically and have inclusive policies; this is according to findings.*

Keywords: *Information Technology; English Language Learners; Computer-Assisted Language Learning (CALL); Motivation; Teacher Training; Cultural Competence; Digital Divide; Educational Policy; Interactive Learning; ICT in Education.*

INTRODUCTION

Information and communication technologies ICT is evolving rapidly and is transforming schooling worldwide. In the field of English Language Teaching (ELT), ICT plays an important role to implement creative methods to deal with a wide variety of issues such as poor exposure to real situations, linguistic proficiency differences, and motivation of learners. At the same time, English proficiency is critically important to academic, job, and cultural success with the rapid globalization. Accordingly, the integration of IT in schools should be seen as a school educators instructional decision, as well as a strategic imperative. This article analyzes information technology (IT) support for English language learners for teaching in schools, examining theoretical, practical, and policy implications. The research area, including review of recent academic literature, students' experiences with ICT, and consideration of the main challenges and recommendations for how IT should be considered for inclusion in ICT programs.

Review of literature: Computer-Assisted Language Learning (CALL) provides theoretical framework for ICT in language education. Chapelle (2003) points out the contribution of multimedia in improving comprehension and Beatty (2010) positions CALL as pedagogical practice and research. The transformative nature of CALL is highlighted in Hubbard (2009), who discusses it specifically in the context of applied linguistics. Warschauer (2000) suggests that on the one hand, globalization and digital communication increases learner motivation through authentic contexts. Bax (2011) describes how "normalization" is achieved through seamless integration of technology into teaching, while at the same time reducing anxiety and enhancing engagement for students. Many recent empirical studies indicate that: gamifying and using multimedia resources improve learner confidence. ICT integration works only when there is training of teachers. Without methodological support,

Bax (2011) warns that technology can be implemented with superficiality. Research from TESOL and the British Council shows that teachers' professional development programs support appropriate use of ICT. ICT encourages intercultural awareness by linking students to overseas societies. British Council's tools show how digital technology introduces learners to new cultures and strengthens their ability to communicate. Chapelle (2003) contends that ICT offers a language- and culture-informing educational opportunity. UNESCO reports emphasise the digital divide with evidence of uneven access to hardware and digital media, for instance smartphones and internet connections. OECD policy documents emphasize that inclusive strategies for underserved learners are critical. But infrastructure is still a barrier to the actual use of ICT. ICT is the increasingly predominant focus of international education policies. UNESCO and the OECD frameworks emphasize that digital literacy systems should form part of mandatory digital literacy programmes. Due to the modernization of Uzbekistan at the same time as it is complying with these global standards and the integration of ICT has attracted particular relevance there.

Methodology: Conducting research with academic review, policy analysis, and the case study design, the researchers use qualitative methodology on the academic literature, policy documents, and case studies of ICT integration in schools. These are academic journals, electronic databases (ERIC, JSTOR, ScienceDirect), and institutional resources (British Council, TESOL). Learner motivation, teacher preparedness, cultural competence, and infrastructure are the themes explored, and all lie within the analysis process of ICT integration in English language schools. ICT tools facilitate the students to move forward at their leisure, which further encourages the students to work independently. Fitting into the above strategy, flexible software and multimedia platforms can support differentiated instruction for a wide range of proficiency levels (Chapelle, 2003). On the other hand, digital platforms offer actual English teaching and learning material in the world via online platforms, especially videos, podcasts, and articles from sites in which users are avid consumers (Warschauer, 2000). Gamification reduces anxiety and enhances confidence (Beatty, 2010). Teacher training is essential. Normalization of technology only works (Bax, 2011). Professional development programs improve teachers' strategic use of ICT integration. ICT can link local classrooms to international communication networks. Learners engage with peers around the world, leading to enhanced intercultural consciousness across cultures (British Council). This readies students for global collaboration. The digital divide is an ongoing consideration. One of the key principles at UNESCO is equity and inclusion so that disadvantaged learners are not left out. ICT is hampered by infrastructure constraints, particularly with connectivity. ICT is a strategic priority of UNESCO and OECD. National strategies are integrating digital literacy and ICT with national strategies are in ascendance. They represent a means of establishing sustainable practices for the adoption.

Conclusion :

The integration of ICT with English learners/parents/young people is one of the most transformative changes in e. l. e learning in the English language education. Considering the findings from the study, we can observe that the ICT tools provide learners with significant interactive, individualized, and real experiences, which contribute to their language proficiency and intercultural competence.

They can respond actively and, therefore, make it their own, taking ownership through media and forums and adaptive media. These are the sorts of things that align with the global educational imperatives which consider digital literacy a prerequisite for literacy in the 21st century. Moreover, the literature and policy review demonstrate that effective integration of ICT is rooted in a set of salient components. The problem of teacher preparedness is a key one; a lack of capacity on technical and methodological content in technology can produce shallow adoption of technology, weakening its pedagogic effects.

Infrastructure and equity issues remain significant, too. As digital technologies advance, the digital divide, disparities in access opportunities, and lack of network connectivity can render ICT-driven education less inclusive.

These barriers must be overcome through joint initiatives by policymakers, institutions, and educators so these digital technologies are equally applied to all learners. Similarly, ICT improves cultural sensitivity by linking students with authentic global environments. Exposure to different perspectives on digital media prepares students to work collaboratively and communicate effectively internationally.

The third dimension is particularly relevant in Uzbekistan where changing the national education system has been geared to be relevant at the global level with international level and in the sense that to provide students with the skills needed for a global level of knowledge. In conclusion, IT is not a side-note in all English teaching and learning, on the contrary IT is used in strategic terms not only for extra features, IT is a tactical one in ELT teaching.

Its effective infusion of motivation, improvement in instruction, and cultural competence. But in order to help its potential teachers, investment is required, infrastructure is absent and inclusive public policy is required. In addressing these issues, schools can transform ICT into the sustainable, transforming force it is conceived to be for the teaching and learning of languages.

The implications of this research are immediately comprehensible in the context of digital pedagogical discourses: The results are of fundamental interest to discourse around digital pedagogy, giving educational and policy researchers and practitioners alike fresh perspectives on how to integrate technology into English language learning, especially in school language learning contexts.

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