



CHALLENGES IN USING MODERN TECHNOLOGIES IN LANGUAGE TEACHING

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Introduction

Nowadays using modern technologies in the teaching and learning process is becoming very popular day by day. As we know technology can be effectively used to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language. However, there are some difficulties in using technological tools in the classroom, as not all teachers or students know how to appropriately and effectively use them.

First of all, teachers have to keep up to date on the latest gadgets and know how to use them. Sometimes it is very difficult to understand some tech tools or websites and teachers have to spend much time on learning how to use different devices in the classrooms. Another main challenge of using technology in school is that students may be easily distracted by different websites. In order to avoid such situations, teachers should make the most popular entertainment portals inaccessible for the learners.

In addition, there may be connection problems, downloading issues, policing software and other difficulties that can cause roadblocks when implementing a lesson in the technology-based classroom. So teachers have to prepare printable materials with a similar task to give to the students who are not able to use a gadget. As noted by Clark Richard (1983) the purpose of the use of technology in the teaching and learning process is to improve productivity, the effectiveness of current practices and bring pedagogical changes which are beneficial for the betterment of education. Also, Becker (2000) claimed that in the teaching and learning process, the use of technological tools increases interaction between teachers and students. I think to incorporate technology, teachers must implement the right technological tools to make the environment more innovative for the students.

Why do we need digital literacy?

Digital technologies quickly and confidently enter our life, develop and capture more and more new areas. From headphones with Wi-Fi, smart homes and online stores to business process management systems and huge enterprises, these are all products of the new digital reality. And if a comfortable life in such a world, people just need to understand what these modern technologies are, where to find the necessary information and how to use it.

The ability to use and create digital content, including finding and sharing information, answering questions, interacting with others, and computer programming, is all part of digital literacy. In practice, the understanding of digital literacy is constantly expanding, improving to meet the new requirements of reality. Gilster (1997) defined digital literacy as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers”. Today, digital literacy can be considered the ability to operate digital resources in the context of the emergence of new technologies, from receiving, understanding and combining to assessing and sharing information, which gives people the ability to participate in social processes.



Digital literacy includes the ability to receive and give away digital resources. Also, when using educational technology, we should be primarily focused on the educational value of the tools and applications we use, how adequate they are in the acquisition of knowledge, whether there is an interaction between users and tools, and if we have positive effects in using them (Kaufman, 2004). According to Tarzin (2015), it is essential to enable teachers to encourage using technology in their lessons which can make the learning environment in the classroom more encouraging and productive for the learners. Considering all, people cannot imagine their life without modern technologies, so they need digital literacy to know how to appropriately and correctly use them in their daily life. However, some teachers still are not encouraged to take advantage of these technological devices for various reasons. One of them is that the teachers are not interested in utilizing technology in their classrooms because of the time limitations, some are lack of knowledge and instructions in using and incorporating technology in their lessons. Although we are living in modern and developed world, there are still some problems that do not allow using technology in education properly such as electricity or poor internet connection problems which are beyond the hands of teachers.

Conclusion

To reach the conclusion, nowadays using tech tools in the teaching process has become firmly established in the educational process. And it is clear that accurate and careful monitoring them in the classes will help to improve the quality of lessons and teaching and improve the teacher's qualifications. Also, when using information educational technologies in the classroom, the motivation for learning increases and the cognitive interest of students is stimulated, the effectiveness of independent work improves. As Wang (2004) stated the computer, together with information technologies, opens up fundamentally new opportunities in the field of education, in educational activities and the creativity of the student. So it is essential to avoid technological problems in the EFL classroom and improve teacher's digital literacy to make the lessons productive and effective.

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