

INTERACTIVE LANGUAGE LEARNING APPS AND THEIR USE IN THE ELT

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Abstract: In the modern world, the English language is important in the life of mankind. Its popularity among the world's languages is growing every day due to its demand in many fields of science and culture. Due to the growing popularity of the use of information technology in almost all spheres of human activity, there is a growing demand for the creation of high-quality interactive learning applications to facilitate human activities. This process also affected education in general, and the study of foreign languages in particular. One of the main advantages of using interactive learning applications is the ease and clarity of presentation and assimilation of information, quick access to necessary materials. The relevance of the topic of the thesis is related to the significant spread of information resources for learning a foreign language and lies in the need to introduce interactive applications into the educational process.

Keywords: Interactive language learning apps, immersion, modern technology, cultural context, gamification, sheltered English, sheltered ELT.

Interactive language learning apps are ‘Smart’ applications that can be used to assist language learning, also help both in learning and teaching English. Many apps have the more specific purpose of helping to develop reading and writing. In-built text to speech synthesis can open up access to texts for English language learners and can also serve as an effective model of oral language, particularly in the absence of native speakers. There is a multitude of dictionary apps available to support users in their acquisition of new vocabulary. Translation apps also have a role to play in enabling users to transfer knowledge and skills across from a stronger first language to their learning of English. In addition, there are numerous apps that support the development of vocabulary, grammar and colloquial language, as well as contextualising language through cultural contexts that make meaning clear.

Students today have at their disposal handy and powerful tools such as smartphones, tablets, and laptops. These devices hold the potential to facilitate the integration of interactive applications in university teaching. However, traditional lectures and masterclasses continue to dominate in-person teaching, and many educators are not fully prepared for online instruction¹.

In recent years, due to the typical passivity observed in some students during theory-based classes, there has been a noticeable increase in the use of interactive educational tools in university teaching. These tools foster improved interaction between teachers and students. The results have indicated positive student engagement attitudes and behaviors toward learning. One frequently employed application in university courses is Kahoot!, with literature reporting enhanced academic outcomes. Other less-evaluated applications include Moodle, Quizizz, and Socrative. Furthermore, incorporating these tools into teaching aligns with the technological reality of today's students, fostering their participation in the subject matter. Interactive applications can also provide significant support for traditional teaching, especially when they are freely accessible, thereby enhancing their impact on learning outcomes. As a result, both face-to-face and e-learning methods have gained popularity worldwide in the past decade.

Advantages and disadvantages of using apps in teaching a foreign language

As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computer- assisted learning strategies. The students are surrounded by technology and this technology can provide interesting and new approaches to language teaching because "the use of technology for teaching and learning is moving their institution in the right direction" (Healey et. al. 17). In this way, the teachers of English can take full advantage of technology to teach

English in the non-native speaking countries. The following are some of the important advantages of the use of multimedia technology:

- Motivates Students to Learn English
- Creates a Conducive Teaching Environment in the Classrooms
- Provides Opportunities for English Teaching outside the Classrooms

There are many disadvantages of using multimedia technology in English language teaching despite it has facilitated the language teachers to improve their efficiency in teaching. The following are some of the disadvantages that this study has found in the context of non-native speaking countries:

- Lack of Communication between Teachers and Students
- Loss of Students' Logical Thinking

The following rules related to the organization must be followed educational process using interactive apps:

- all participants in the educational process, to one degree or another, should be involved in work;
- care must be taken to ensure that the material and form of work suitable for all students;
- to create the necessary atmosphere, you need to consider incentives for active work, opportunity for self-realization and various warm-ups;
- the room where the lesson is held should be conducive to work students in both large and small groups.

The following rules are also required:

- show students the sights of the country they are studying language, some events taking place on its territory;
- the student must be able to study the subject independently and test yourself using test questions with keys;
- it is important to ensure the psychological safety of information
- student interaction with other users on the Internet;
- teachers and parents need to ensure that students are constantly aware of their presence in a world different from the real world;

- the teacher must be familiar with sanitary and hygienic requirements.

Methods of teaching English Language continues to improve by the usage of internet and information technologies in teaching process. The new era assigns new challenges and duties on the modern teacher. The method and tradition of English teaching has been changed with the remarkable entry of technology as it is a good provider in making teaching process interesting. And also it makes teaching more productive and effective. With the rapid development of science and technology, developing of multimedia technology comes into important play in English class teaching. It's proved that multimedia technology plays a positive role in promoting activities of students and teaching effect in English class. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. The modern language teachers have new challenges and duties given by the new era. The tradition of English teaching has been drastically changed with the remarkable development of newer technologies such as multimedia technology. Technology provides so many options as it makes teaching interesting and productive because it has capability to attract the language learners. David Graddol states that "technology lies at the heart of the globalization process; affecting education work and culture". Thus, technology is one of the most significant drivers of both social and linguistic change.

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