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THE ROLE OF CALL ACTIVITIES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: This article explores the integration of call activities in English language teaching, specifically through the use of digital platforms like Kahoot to enhance vocabulary acquisition. Focusing on a group of participants engaged in shopping-related vocabulary tasks, the study demonstrates how interactive learning can foster student engagement and retention. By implementing Kahoot quizzes, learners are not only exposed to essential shopping terminology but also encouraged to participate actively in the learning process. This article presents detailed strategies for using call activities effectively in virtual classrooms, highlighting the benefits of gamification in language learning and providing practical insights for educators looking to enrich their teaching methodologies.

Keywords: CALL activities, English Language Teaching, Kahoot, Vocabulary Acquisition, Grammarly, Interactive Learning, Digital Platforms, Duolingo, Student Engagement, Virtual Classroom, Language Learning Strategies, Educational Technology.

Description of participants. The group that I teach consists of sixteen 15-16-year-old students who are in the 9th grade. The number of male and female students is equal: eight students from each gender. Classes are held three times a week, with each lasting for 45 minutes. English is a part of their curriculum, which is mandated by the government; however, they have strong aptitudes and are very engaged

during the classes. We cover listening, reading, writing, speaking, and grammar skills in our classes. Most of the students in this class learn English to study overseas after graduating from school, while others want to achieve better job prospects by conquering English. However, some do not even know why they need English, but they consider my English classes fun and exciting. Therefore, they also try to stay active in each lesson, although they are falling a bit behind.

Learners in this class are from different backgrounds, which also affects their learning process. Most of them have high socioeconomic status, which gives them a chance to have laptops or tablets. They use them to learn English autonomously by tools, such as Duolingo, Grammarly, and fee-paying websites, watch cartoons or movies, and listen to songs in English. All of them are from different districts of Uzbekistan, who moved to the capital city due to their parents' work. This affects their pronunciation skills. Despite this, they study in a Russian class, so they are bilingual since they can speak both Russian and Uzbek.

Their current level is strong intermediate, and they are positioning for another level and grade. They are at B1 level in CEFR, which was identified by the assessment that the school authorities took recently, and which was similar to CEFR. They scored 40-50 points overall.

According to the CEFR, students at the B1 level can understand simple topics that they interact with on a daily basis, such as leisure activities, dreams, and ambitions. Additionally, students at this level can produce small speeches on familiar topics in two or three sentences and justify briefly their own sides [1].

The objectives of the course consist of learning English to advanced levels, communicating freely in English, and being familiar with all grammar rules and knowing how to apply them correctly.

Technology has already become an integral part of my teaching process. In this group, I always try to have students engaged with the support of CALL activities. All learners of this group have their own phones or tablets, and some even have laptops. They have been interacting with these devices from being 4th-graders at school, since there are other classes they have to attend that require gadgets, such as mathematics and technology classes apart from English. Therefore, they possess good knowledge of using technological devices not only for entertainment but also for educational purposes. I always use various tools for CALL activities, such as Wordwall, Padlet, Google Docs, etc. However, they struggle a bit to use the tool Kahoot, so I try to prepare activities using this tool to teach students how to use it efficiently, along with making classes interactive and fun.

There are some strong sides of my learners. Their receptive skills are quite strong; they can understand audio and video contexts. They can find answers quite easily if the questions are focused on specific information in listening tasks. Additionally, the students do very well in different reading and listening question types, such as filling in the gaps and true/false/not given.

Although they meet B1 level requirements, they possess some weak sides: they struggle to understand the difference between “may/might” and “will” with future meaning.

My students lack fluency in speaking when they discuss unfamiliar topics. They will become fluent in discussions after grasping some ideas from the reading material. Additionally, they find it difficult to discuss wh- and comprehension checking questions in pairs or groups. If the discussion is about an unfamiliar topic, such as the future of technology and animals in the street, they definitely find it hard to discuss in groups and answer comprehension checking questions. After getting some input from the text of unfamiliar topics, they can actively participate in discussions [4]. They also find it hard to write summaries of what they learned during the lesson. Therefore, we try to practice it a lot. Moreover, finding definitions and synonyms for words for the topic “Shopping” is also challenging for my students, so I try to incorporate vocabulary learning into Kahoot and other tools.

I sometimes take placement tests or different types of assessments, such as asking them to write Task 2 essays, reading and listening exams, and speaking exams, which consist of 3 parts to evaluate their knowledge and check whether my lessons are meeting objectives.

While assessing, I try to give general feedback on common mistakes and avoid showing mistakes individually to lower their affective filter with anxiety [5].

To sum up, I try to blend different methods and approaches to meet the needs of my learners and objectives by keeping students highly motivated and fully engaged in my classes.

Description of an activity. I have developed an exercise that helps my students to build their vocabulary on the topic of “shopping”. Integrating technology into lessons to boost the weak skills of learners can increase their motivation to study by keeping them engaged [1]. Since my students struggle to find definitions and synonyms for shopping-centered words, I have created an activity with the help of the tool “Kahoot”. There are several reasons why I prepared a CALL activity with the help of the tool Kahoot: This platform is an interactive quiz tool, which has modes, such as lecture, to check students’ progress, and alone practice, to learn new words in the form of flashcards. This tool can foster autonomous learning in my students. In other words, my learners can

practice vocabulary definition and finding synonyms for shopping-related words outside the classroom, which, in turn, eases their language learning journey in a fun and interactive way [4]. Kahoot can be a suitable tool for both visual and auditory learners through its colorful and amusing design and engaging sound. By staying engaged in this quiz, my learners will be able to enhance their vocabulary and learn from their mistakes in a supportive and game-like environment. This game can promote competition and active participation with collaboration, which is suitable and essential for the acquisition of English at this (B1) level and age of my learners. Right after each quiz, the teacher can discuss the answer and give immediate feedback, which can also sharpen my students' vocabulary [2].

Incorporating activities with technological tools can strengthen students' problem-solving skills and networking, since they start sorting out information, synthesizing it, and searching for it for educational purposes [3]. Using Kahoot for vocabulary quizzes can encourage self-practice in my learners and create materials for their learning and use them, because learning happens not only in practicing with ready materials but also in creating them [1].

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DIGITAL TRANSFORMATION IN ENGLISH LANGUAGE TEACHING: INNOVATIVE APPROACHES AND PRACTICES

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Abstract. Digital tools have changed the way English is taught and learned in classrooms around the world. This article looks at how these tools — including AI-based apps, virtual reality, online collaboration platforms, and gamification — are being used in English language teaching (ELT) today. The discussion is based on classroom experience, teacher reflections, and a review of recent work in the field. The findings show that when technology is used with clear teaching goals in mind, it can improve learner motivation, help students communicate better, and make the overall learning experience richer. The article also addresses some of the real difficulties teachers face, such as unequal access to technology, limited training, and the risk of letting tools overshadow actual learning. It ends with practical suggestions for teachers and schools looking to bring digital transformation into their classrooms in a meaningful way.

Keywords: digital transformation, English language teaching, ELT innovation, technology integration, language learning, AI in education, blended learning, gamification

Аннотация. Цифровые инструменты изменили способ преподавания и изучения английского языка в классах по всему миру. В данной статье рассматривается, как эти инструменты — в том числе приложения на основе искусственного интеллекта, виртуальная реальность, платформы для совместной работы в режиме онлайн и геймификация — применяются в современном преподавании английского языка (ELT). Обсуждение основано на опыте преподавания, размышлениях педагогов и обзоре последних материалов в данной области. Результаты показывают, что при