TECHNOLOGIES FOR THE DEVELOPMENT OF GRAMMATICAL AND LEXICAL COMPETENCES IN FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: The development of grammatical and lexical competences in future English language teachers is a crucial aspect of teacher education, as these competencies directly influence teaching quality and language proficiency. This article explores various technological tools and approaches that can be integrated into teacher training programs to enhance grammatical and lexical proficiency. It examines both traditional and emerging technologies, such as computer-assisted language learning (CALL), mobile applications, online corpora, and AI-driven tools. The article further emphasizes the importance of integrating technology into language teaching curricula to equip future educators with the necessary skills to foster students' language development effectively.

Keywords: Technologies, Grammatical Competence, Lexical Competence, English Language Teachers, Teacher Education, CALL, AI in Education, Language Learning Apps.

The technology has in recent years increased the possibility of media exposure in our daily lives. As a result, many adolescents use media in various forms such as cable television, video and DVD, electronic games, the Internet, the personal computer, etc. According to a study made by Sonia Livingstone, "the media today operate as pervasive, yet often imperceptible, elements in the everyday cultures of children and young people". Moreover, many of the youth-oriented media genres are predominantly in English, and previous studies show that media can have a positive effect on students who study English as a second language. But what perceptions do students have about the usefulness of media exposure for their English language learning? In this study, we are interested in exploring how students themselves perceive their media use.

The evolving landscape of education and language teaching demands a shift toward the integration of technology in language teaching and learning. With the proliferation of digital tools, future English language teachers must not only master the English language but also develop effective methods to incorporate technology into their teaching practices. This article examines how modern technologies contribute to the development of grammatical and lexical competences among pre-service English language teachers, who play a pivotal role in shaping the language proficiency of future generations.

Grammatical competence refers to a learner's ability to recognize and use the syntax, morphology, and structures of a language accurately. Lexical competence, on the other hand, involves knowledge of vocabulary, word formation, and word usage in different contexts. Both competences are fundamental for English language teachers, as they form the foundation of effective communication and instruction. For prospective educators, mastering these areas is essential not only for their own linguistic development but also for teaching students to navigate the complexities of the English language.

CALL is one of the most widely used technological approaches in language learning. It includes software, online platforms, and interactive exercises designed to reinforce grammatical rules and vocabulary acquisition. CALL programs such as Grammar Bytes, Quizlet, and Duolingo offer a

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variety of interactive exercises and feedback mechanisms that help learners practice and internalize language structures. Research indicates that CALL platforms increase student engagement and promote autonomous learning.

Mobile apps provide learners with flexible, on-the-go learning opportunities. Applications such as Anki, Memrise, and Babbel utilize spaced repetition algorithms, flashcards, and gamification to enhance lexical acquisition and retention. Mobile apps also support immersive learning environments, which can help future teachers model how to create personalized language learning experiences for their students. The use of online corpora and lexical databases has become an invaluable resource for language teachers. Tools like COCA (Corpus of Contemporary American English), Oxford English Dictionary Online, and LexisNexis provide access to vast collections of authentic language data, helping teachers and students alike analyze grammatical structures and vocabulary in real-life contexts. These resources allow educators to explore language patterns and trends, which are essential for teaching nuances of grammar and vocabulary effectively.

Recent advancements in AI and machine learning are transforming language education. Tools such as Grammarly, ProWritingAid, and QuillBot use AI algorithms to provide real-time feedback on grammatical accuracy and lexical choices. These tools analyze written text, offering suggestions for improvement in areas such as sentence structure, vocabulary use, and overall coherence. Incorporating AI-driven feedback into teacher training helps future educators not only improve their own language proficiency but also understand how to integrate technology into their teaching practice for enhanced student outcomes.

For technology to be effective in enhancing grammatical and lexical competences, it must be integrated thoughtfully into teacher education programs. Teacher training institutions should prioritize the development of technological pedagogical content knowledge (TPCK), which combines content knowledge, pedagogy, and technology in a way that is relevant and effective for language teaching. Pre-service teachers need exposure to a range of tools and strategies that they can incorporate into their future classrooms. Additionally, they should be trained not only to use these tools themselves but also to assess their efficacy and apply them to meet the diverse needs of their future students.

Despite the clear benefits of using technology to develop grammatical and lexical competences, several challenges remain. These include the digital divide, where access to technology may be limited, and the need for continuous professional development for educators to stay current with technological advancements. Furthermore, there is the challenge of ensuring that technology complements rather than replaces traditional pedagogical methods. Effective integration of technology requires careful planning and thoughtful implementation.

In conclusion, Technological tools play a critical role in enhancing the grammatical and lexical competences of future English language teachers. The integration of CALL systems, mobile apps, online corpora, and AI-based platforms offers significant opportunities for language development and teacher preparation. However, successful integration of these technologies requires a comprehensive, pedagogically sound approach that empowers teachers to use these tools effectively in their classrooms. By embracing technology, teacher education programs can better equip future educators to meet the evolving needs of their students and improve language proficiency outcomes.

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