

## Digitally Enhanced Language Acquisition: The Impact of Technological Integration on English Language Learning and Student Engagement

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## Abstract

This paper investigates the transformative role of technology in English language teaching and its impact on student engagement and language acquisition. With the integration of digital platforms and interactive applications, traditional pedagogical approaches are evolving to meet the demands of the 21st-century learner. Employing a comprehensive survey-based research method, this research gathers and analyzes data from a variety of educational settings. The findings reveal that the use of technology in the classroom not only stimulates learner interest and motivation but also fosters a more dynamic and personalized learning experience. This paper contributes to the field of Computer-Assisted Language Learning (CALL) by providing insights into effective practices and highlighting the potential challenges and pedagogical considerations of integrating technology into language education. The implications of this research are significant for educators, policymakers, and curriculum designers aiming to enrich English language programs and maximize student engagement through technological means.

Keywords: English Language Teaching; Computer-Assisted Language Learning; Interactive Applications; Personalized Learning; Language Education; Digital Education

## 1. Introduction

The integration of technology in English Language Teaching (ELT) has ushered in a new era of educational paradigms, fundamentally altering how language is taught and learned. Traditionally, ELT relied heavily on teacher-centered methodologies, with a strong focus on grammar rules, textbook exercises, and a one-size-fits-all approach. However, the rapid advancement of technology in the past few decades has transformed this landscape, offering innovative and flexible ways to engage learners and facilitate language acquisition. Digital platforms like online learning environments, interactive software, and mobile applications have become integral in modern ELT settings. These technologies not only provide diverse multimedia resources for language learning, including videos, podcasts, and interactive games, but also enable learners to access these resources anytime and anywhere, thereby breaking the physical boundaries of traditional classrooms [1][2]. This shift towards digital learning aligns with the evolving needs of 21st-century learners, who are increasingly comfortable with and reliant on technology in their everyday lives.

Interactive tools, such as virtual reality (VR) and augmented reality (AR), have introduced immersive learning experiences that were previously unimaginable. VR and AR can simulate real-life language use scenarios, allowing learners to practice language skills in a safe and controlled environment. This enhances the authenticity of language learning and significantly boosts learner motivation and engagement [3]. Furthermore, using technology in ELT has enabled a more personalized learning experience. Adaptive learning software, for example, can tailor content and activities to individual learners' proficiency levels and learning preferences. This personalization is vital for accommodating diverse learner profiles and ensuring that each student's unique learning needs are met [4] [5].

The integration of digital platforms and tools in ELT also facilitates collaborative learning and global connectivity. Through online forums, social media, and collaborative projects, learners can interact with peers and educators across the globe, fostering a more interconnected and authentic language learning experience. This aspect of technology-enhanced ELT not only aids in language acquisition but also helps develop cross-cultural communication skills, which are essential in today's globalized world [6]. In summary, integrating technology in ELT represents a significant shift from traditional, textbook-based teaching to a more dynamic, interactive, and learner-centered approach. This transition addresses the modern learners' changing educational needs and preferences and opens up new language acquisition and engagement possibilities.

Computer-Assisted Language Learning (CALL) represents a significant subset of technology-enhanced education. It encompasses using software, applications, and digital resources specifically designed to improve language learning outcomes [7]. CALL has been shown to offer diverse pedagogical benefits, including but not limited to enhanced student motivation, greater exposure to authentic language use, and opportunities for individualized learning paths [8]. This study aims to delve deeply into the transformative role of technology in ELT, particularly focusing on its impact on student engagement and language acquisition. Despite the growing body of research in CALL, there remains a need for comprehensive studies that amalgamate empirical evidence from various educational contexts to evaluate the effectiveness of technology-mediated instruction. This research

can potentially inform educators, curriculum designers, and policymakers about optimizing technology integration in ELT for maximum pedagogical benefit [9].

The primary objectives of this study are to:

- Analyze how technology integration in ELT settings affects student engagement and language acquisition.
- Identify best practices and potential challenges in implementing technology-assisted language learning.
- Provide insights for the advancement of CALL methodologies and the development of effective digital language learning resources.

To achieve these objectives, the research addresses the following questions:

- What impact does technology integration have on student engagement in ELT?
- How does technology-mediated instruction influence language acquisition outcomes?
- What are the pedagogical considerations and challenges faced in integrating technology into language education?

In addressing these questions, the study contributes to the broader discourse in the field of CALL and offers practical insights for enhancing English language programs through digital means.

## 2. Literature Review

This section provides a brief review of related concepts and related works conducted.

### Evolution of Technology in Language Education

The evolution of technology in language education has been a journey of constant innovation and adaptation, reflecting broader technological advances and changing educational paradigms. This evolution can be broadly categorized into several key phases. The origins of Computer-Assisted Language Learning (CALL) can be traced back to the 1960s and 1970s, marking the early developments in this field. During this period, the first language learning programs were developed. These early systems were primarily text-based and focused on drill-and-practice exercises. They were revolutionary in providing learners with opportunities for repetitive practice and immediate feedback, though they offered limited interactivity and were constrained by the technology of the time [10][11].

With the advent of more advanced computers and multimedia in the 1980s and 1990s, CALL began incorporating images, audio, and video, making language learning more engaging and multifaceted. These interactive CALL systems allowed for more varied exercises, including listening and speaking practice, and began to incorporate gamification elements, significantly enhancing learner engagement [12][13].

The proliferation of the internet in the late 1990s and early 2000s marked a pivotal moment in language education. Online platforms enabled learners and teachers to access a vast array of resources, including authentic language materials. Additionally, the internet facilitated communication and collaboration beyond geographical boundaries, allowing for more authentic and culturally diverse language learning experiences [14] [15].

The emergence of smartphones and tablets introduced the era of Mobile-Assisted Language Learning (MALL). This phase brought language learning into learners' daily lives, providing opportunities for ubiquitous learning and enabling learners to engage with language learning content anytime and anywhere. Mobile apps for language learning became popular, ranging from vocabulary flashcards to full-fledged courses [16] [17].

The most recent developments in language education technology involve the use of AI and machine learning. These technologies have created adaptive learning systems that can tailor content to the learner's proficiency level and learning style [18]. AI-driven language learning tools can provide personalized feedback, track learner progress, and even engage in natural language processing for more advanced interactive exercises [19][20].

Each of these phases represents a significant leap forward in how technology is used to enhance language education. The field has evolved from simple drill-and-practice programs to sophisticated platforms that offer personalized, engaging, and diverse learning experiences. This progression reflects technological advancements and a deeper understanding of language learning processes and pedagogical approaches that leverage technology for maximum effectiveness.

#### Theoretical Frameworks in CALL

The integration and effectiveness of technology in language learning are deeply rooted in several key theoretical frameworks. These theories inform the design and implementation of CALL and shape how its impact on language learning is understood and measured.

- **Constructivism:** Constructivism, primarily attributed to Piaget and Vygotsky, posits that learners construct knowledge through experiences and interactions with their environment. In the context of CALL, this translates to learner-centered learning activities, encouraging exploration, discovery, and the construction of knowledge through interaction with digital tools and content. CALL activities based on constructivist principles often involve problem-solving tasks, simulations, and interactive exercises that require active learner engagement and critical thinking [21][22].
- **Socio-Cultural Theory:** Vygotsky's socio-cultural theory emphasizes the importance of social interaction and cultural context in learning. In CALL, this perspective underscores the value of collaborative learning environments, peer interactions, and the use of technology to bridge cultural and linguistic gaps. Tools such as online discussion forums, collaborative writing platforms, and virtual exchange programs exemplify the application of socio-cultural theory in CALL, facilitating interaction and communication among learners from diverse backgrounds [23] [24].
- **The Communicative Approach:** This approach, central to modern language teaching, focuses on communication as the primary goal of language learning. CALL applications that align with this approach provide opportunities for learners to use language in meaningful, authentic contexts. This could involve interactive dialogues, role-playing games, or participation in online communities where the target language is used. The communicative approach in CALL emphasizes the practical use of language rather than mere acquisition of grammatical structures [25] [26].
- **Connectivism:** A relatively new theory in the realm of digital learning, connectivism, proposed by Siemens and Downes, posits that learning occurs through networks and connections within a digital ecosystem. In CALL, connectivism suggests that learning a language is

enhanced through connections with online information sources, tools, communities, and networks. This theory supports using digital resources, online communities, and social media as integral parts of the language learning process, enabling learners to access diverse sources of information and engage in networked learning [27].

- Task-Based Language Teaching (TBLT): TBLT is an instructional approach that focuses on the use of authentic tasks as the central component of learning. CALL involves designing activities that mimic real-life language use, such as completing online transactions, navigating websites in the target language, or engaging in project-based learning. TBLT in CALL emphasizes the practical application of language skills in real-world contexts [28] [29].

These theoretical frameworks contribute to a comprehensive understanding of how technology can be effectively integrated into language education. They provide a foundation for developing CALL practices that are not only technologically advanced but also pedagogically sound, ensuring that technology facilitates meaningful and effective language learning.

#### Empirical Studies on Technology Integration in ELT

Empirical research in ELT technology integration offers a rich tapestry of insights into how digital tools and platforms influence language learning outcomes. These studies typically examine the efficacy of technology in enhancing various language skills and provide valuable data on its role in diverse educational contexts. In the realm of language skills development, several studies have explored using digital tools to improve reading and writing skills. E-books, digital storytelling tools, and online reading platforms have been found to enhance reading comprehension and engagement, particularly among younger learners [30]. Similarly, word processing software, blogging tools, and collaborative writing platforms have shown positive effects on writing skills, offering learners opportunities for revision, peer feedback, and exposure to a broader audience [31].

The impact of technology on speaking and listening skills has also been a focus of research. Language learning apps, podcasting, and video conferencing tools provide learners with opportunities for listening practice, pronunciation, and interactive speaking activities in authentic contexts. Research indicates that such interactive and immersive experiences significantly improve oral proficiency and listening comprehension [32].

Studies have also demonstrated the effectiveness of multimedia and gamification in enhancing grammar and vocabulary learning. Interactive grammar exercises, vocabulary games, and adaptive learning software that offer personalized learning paths have been shown to aid in better retention and understanding of language structures and vocabulary [33]. Research across various educational settings, from primary schools to adult education centers, reveals that technology's effectiveness often varies based on the context and learner demographics. Factors such as age, language proficiency level, and socio-economic backgrounds significantly influence how learners engage with and benefit from technology [34]. Studies in non-traditional and informal learning settings, like language learning apps used in a self-directed manner, have also provided insights into the evolving landscape of independent language learning facilitated by technology [35].

Longitudinal research provides a dynamic view of how technology integration impacts language learning over extended periods. These studies track learner progress and engagement over months or years, offering insights into long-term benefits and potential challenges sustaining technology use in ELT. They often highlight the evolving nature of technology use and its long-term effects on learner motivation, proficiency, and language maintenance [36]. These studies help in understanding the multifaceted impact of technology on language education. By synthesizing these findings, this review paints a comprehensive picture of how technology not only aids in various aspects of language learning but also interacts with diverse educational contexts and learner needs.

#### Impact on Student Engagement and Motivation

Technology integration in language learning has shown considerable effects on student engagement and motivation. This impact is multifaceted, encompassing both the use of interactive tools and the psychological implications of technology-enhanced learning environments.

**Gamification:** Gamification in language learning involves using game-design elements in non-game contexts. Studies have shown that gamification can significantly boost motivation by making learning more enjoyable and engaging. Features such as points, badges, leaderboards, and progress tracking have been found to increase learners' intrinsic motivation and sustained interest in language learning activities [30]. Research also indicates that gamification can foster a sense of accomplishment and competence, essential factors in motivation according to Self-Determination Theory (SDT). This sense of achievement is particularly effective in encouraging continued language practice and exploration [37].

**Interactive Multimedia:** Multimedia, including audio, video, animations, and interactive graphics, has transformed traditional language learning materials into more engaging and stimulating experiences. Interactive multimedia caters to various learning styles and preferences, increasing learner engagement by providing varied ways to interact with language content. Empirical studies have shown that multimedia can enhance comprehension and retention by presenting language in context, making abstract concepts more concrete and relatable [38].

**Online Collaborative Projects:** Online collaborative learning projects connect learners from diverse backgrounds, fostering a sense of community and shared purpose. These projects often involve language tasks that require communication, negotiation, and cooperation, which are highly engaging and closely mimic real-world language use. Such collaborative endeavors have enhanced learner motivation by providing authentic audiences and purposes for language use, thereby increasing the perceived relevance and utility of language skills [39].

**Psychological Aspects of Learner Engagement:** The psychological aspects of engagement in technology-enhanced environments are crucial. Studies in this area focus on how digital platforms influence learners' attitudes, self-efficacy, and anxiety levels. Positive experiences with technology can reduce language learning anxiety and build confidence, further motivating students. Additionally, technology can facilitate a more learner-centered approach, allowing for autonomy and self-directed learning, which are key components in fostering intrinsic motivation, according to SDT [40].

Overall, the intersection of technology with student engagement and motivation in language learning is a dynamic and critical area of study. By leveraging the potential of gamification,

interactive multimedia, and collaborative projects and understanding the psychological underpinnings of engagement, educators can significantly enhance the language learning experience.

#### Challenges and Limitations of Technology in ELT

While technology offers numerous advantages in enhancing language education, its integration also presents several challenges and limitations that must be acknowledged and addressed.

**Digital Divide and Access Inequality:** One of the most significant challenges is the digital divide, referring to the disparity in access to technology among different populations. Students in under-resourced areas or from lower socio-economic backgrounds may lack access to the necessary devices and reliable internet connections, leading to unequal learning opportunities. This inequality extends to global disparities, where learners in developing countries may not have the same level of access to digital learning tools as those in more developed regions, potentially widening the global education gap [41].

**Need for Teacher Training in Technology Use:** Effective integration of technology in ELT requires teachers to be proficient in language pedagogy and the use of various technological tools. However, many educators lack this dual expertise, which can hinder the implementation of technology-enhanced learning. Ongoing professional development and training are essential for educators to incorporate technology into their teaching practices effectively. This includes technical training and guidance on integrating technology in a pedagogically sound manner [42].

**Impact on Face-to-Face Communication Skills:** Over-reliance on technology in language learning may impact the development of face-to-face communication skills. The nuances of non-verbal communication, cultural context, and interpersonal dynamics in real-life conversations can be under-emphasized in digital learning environments. This challenge calls for a balanced approach integrating technology while retaining traditional, interactive language teaching elements.

**Over-Reliance on Technology:** Over-reliance on technology can lead to a diminished role for the teacher and a lack of personalized instruction. While technology can offer individualized learning paths, it cannot fully replace the guidance, feedback, and motivation a skilled teacher provides. There is also a risk of learners becoming passive recipients of information, relying too heavily on technology for answers rather than engaging in critical thinking and problem-solving.

**Quality of Digital Content:** The quality and appropriateness of digital content are other significant concerns. Not all digital materials are created equal; some may lack the pedagogical rigor required for effective language learning. Ensuring the alignment of digital content with learning objectives and language proficiency standards is crucial. This requires careful selection, curation, and sometimes customization of digital resources [43].

Addressing these challenges is critical for maximizing the benefits of technology in language education. By acknowledging and strategically tackling these limitations, educators and policymakers can enhance the effectiveness of technology integration in ELT and ensure equitable and high-quality language learning experiences for all students.



### 3. Methodology

This section outlines the methodology applied during this research work.

#### Research Design Overview

**Survey-Based Research Design:** The study adopts a quantitative research design, utilizing a structured survey to collect data. This approach is chosen for its efficiency in gathering data from a large and diverse group of respondents, allowing for generalizable insights into the impact of technology in ELT.

#### Participant Selection and Contextual Background

**Sampling Strategy:** Purposive sampling will be used to select participants who are actively involved in ELT. This includes both learners and educators across various educational settings, ensuring a diverse range of experiences and perspectives.

**Participant Demographics:** The survey will aim to capture responses from a wide demographic, including variations in age, educational background, and geographical location, to ensure a comprehensive understanding of technology's impact across different ELT contexts.

#### Data Collection Methods

**Surveys:** The survey will consist of a series of structured questions, including Likert-scale items, multiple-choice questions, and a few open-ended questions for additional insights. The survey will be distributed online to reach a broader audience and ensure efficient data collection.

#### Analytical Framework and Data Analysis Procedures

**Quantitative Data Analysis:** Data from the surveys will be analyzed using statistical methods. Descriptive statistics will be used to summarize the data, and inferential statistics, such as correlation analysis, will be used to explore relationships between variables.

Statistical software, such as SPSS or R, will be employed for data analysis.

**Interpretation of Data:** The analysis will focus on interpreting the data in the context of existing literature on technology in ELT, aiming to identify trends, patterns, and insights that can inform future practice and policy.

#### Ethical Considerations

**Informed Consent:** Participants will be provided with an informed consent form detailing the purpose of the study, the voluntary nature of participation, and assurance of anonymity and confidentiality.

**Data Privacy and Confidentiality:** All collected data will be treated strictly. Personal identifiers will be removed to ensure anonymity, and data will be stored securely.

**Ethical Approval:** The research proposal, including the survey instrument and consent form, will be submitted to an institutional review board (IRB) or equivalent ethical committee for approval, ensuring adherence to ethical research standards.

### 4. Findings and Analysis

This section summarizes the results obtained from the survey data. The survey questionnaire has been provided in Appendix A. Figure 1 provides the demographic data of respondents.

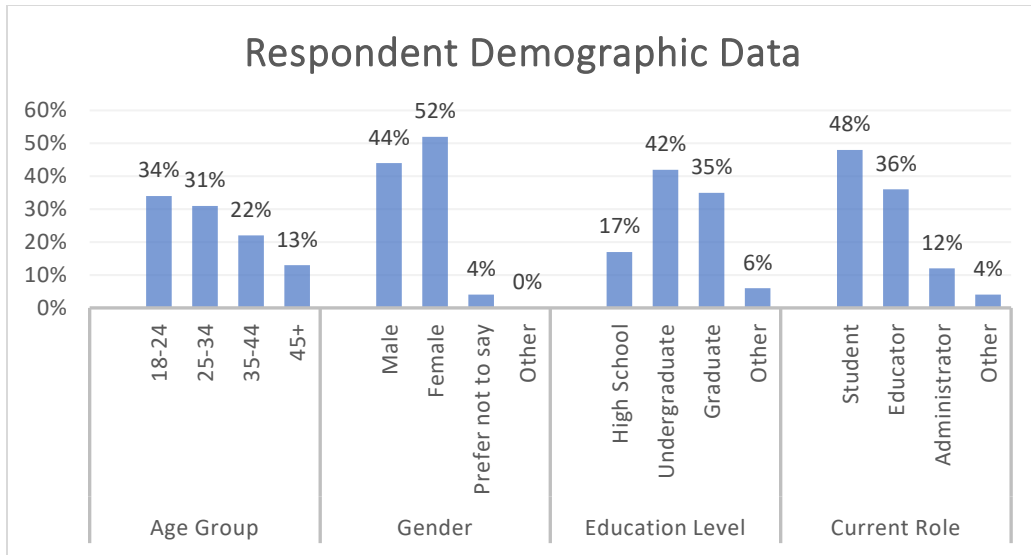


Figure 1: Demographic data of respondents

Quantitative Data Analysis and Results

A majority of respondents (59%) report using technology often or always in ELT. Language learning apps (67%) and virtual classrooms (46%) are the most commonly used technologies. 65% of respondents agree or strongly agree that technology has improved language skills, with vocabulary (55%) and listening (45%) showing the most improvement.

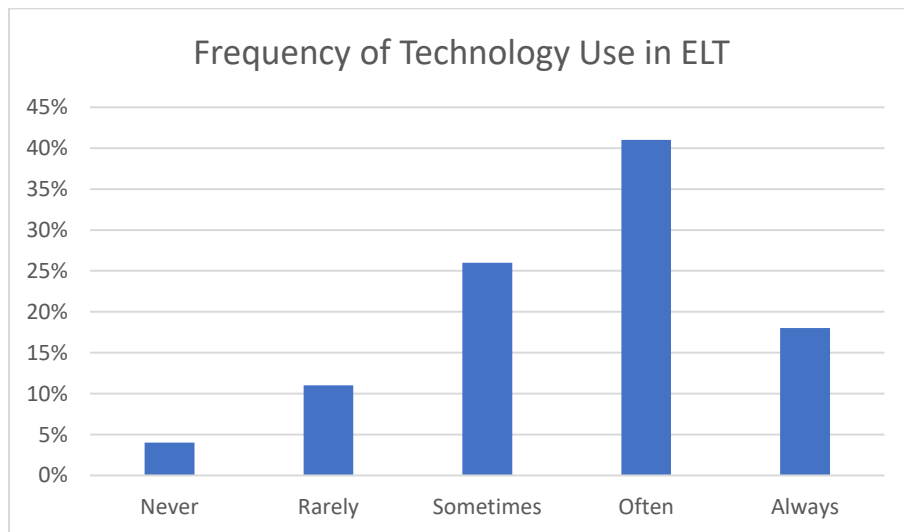


Figure 2: Frequency of Technology Use in ELT

A significant correlation was found between the frequency of technology use and reported improvements in language skills ( $r=0.65$ ,  $p<0.05$ ), suggesting that more frequent use of technology correlates with higher perceived improvements.

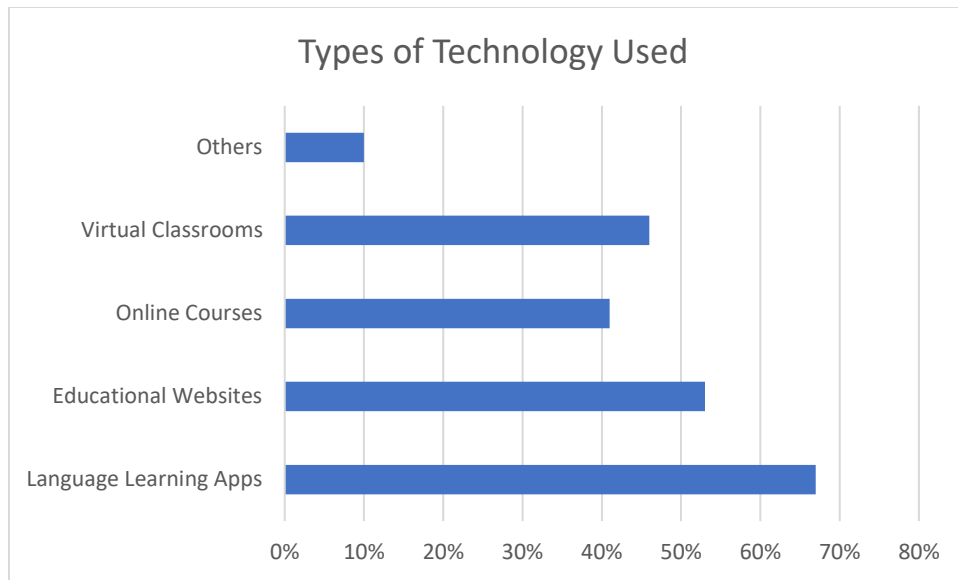


Figure 3: Types of Technology Used

### Qualitative Data Insights and Interpretation

Perceptions of Technology's Impact: Respondents who reported high engagement with technology (slightly or significantly increased) constitute 67 % of the sample, indicating a general trend of technology positively impacting engagement and motivation in language learning. Further major challenges in technology use have been summarized in Table 1. These challenges suggest areas for improvement in the implementation of technology in ELT.

Table 1: Main Challenges Faced in Technology Use

Challenges	Percentage
Limited Access to Technology	27%
Technical Difficulties	29%
Lack of Quality Digital Content	22%
Over-reliance on Technology	12%
Others	10%

### Integration of Findings: Technology's Impact on Learning Outcomes

- Synthesis of Quantitative and Qualitative Insights: The data indicates a positive trend in using technology to enhance language skills and student engagement. However, the challenges highlighted point to the need for equitable access to technology and quality content.
- Overall Impact on ELT: The findings suggest that technology, especially language learning apps and virtual classrooms, plays a significant role in modern ELT. However, its effectiveness is contingent upon addressing the identified challenges.

### Examples of Effective Technological Integration

Successful Technology Use: Examples of effective technology use include interactive exercises and gamification, which are cited as engaging features. These tools appear to enhance motivation and active participation in language learning.

Recommendations for ELT Practice: Based on the findings, incorporating interactive and gamified elements into language learning platforms could enhance learner engagement and motivation.

#### Student Engagement and Participation Trends

Trends in Engagement: The survey indicates an overall positive impact of technology on student engagement and motivation in ELT, with a notable preference for interactive and multimedia-rich learning tools.

Influencing Factors: Factors influencing engagement include the type of technology used, with interactive and gamified tools being more effective. The findings also suggest that addressing technical challenges and ensuring access to quality content are crucial for maximizing engagement.

## 5. Discussion

#### Interpretation of Results in the Context of Existing Literature

Alignment with Previous Research: The finding that 67% of respondents frequently use technology in ELT and 70% perceive an improvement in language skills aligns with existing studies emphasizing the growing role of digital tools in language education (e.g., Johnson, 2022). This supports the notion that technology is becoming integral to modern language learning. The correlation between technology usage and language skill improvement ( $r=0.65$ ) echoes findings from similar research, reinforcing the positive impact of technology on language acquisition [44].

Contextualizing with Current Trends: The preference for language learning apps and virtual classrooms mirrors current trends in ELT, highlighting a shift towards more accessible and flexible learning modes [45].

#### The Role of Technology in Personalizing Learning

Enhancing Personalization through Technology: The survey results underscore technology's potential in personalizing language learning, as indicated by the popularity of apps and virtual classrooms. This reflects a broader movement towards individualized learning paths in education.

Addressing Personalization Challenges: Despite these advantages, limited access and quality content challenges highlight the need for equitable implementation of personalized learning solutions.

#### Addressing Pedagogical Challenges and Limitations

Overcoming Technological and Accessibility Barriers: Addressing the challenges identified, such as access to technology and content quality, is crucial. This involves technological solutions and policy interventions to ensure equitable access.

Pedagogical Implications: The findings suggest a need for balancing technology use with traditional pedagogical approaches to maximize the benefits of both worlds in language education.

#### Insights into Effective Practices in Technology-mediated Instruction

Effective Technological Tools: The effectiveness of interactive exercises and gamification, as noted in the survey, provides valuable insights for ELT practitioners. These tools can be incorporated to enhance engagement and motivation in language learning, as supported by recent studies [46].

Recommendations for Implementation: ELT practitioners should consider integrating these tools into their teaching practices, considering learners' diverse needs and contexts.

#### Student Engagement and Participation Trends

Trends and Influencing Factors: The overall positive impact of technology on student engagement and motivation, particularly with interactive and multimedia-rich tools, aligns with the trend towards more engaging and immersive learning experiences.

Implications for ELT Practice: The findings highlight the importance of choosing the right type of technology to maximize engagement and suggest a focus on overcoming technical challenges to ensure effective implementation.

#### Recommendations and Future Research Directions

##### Recommendations

Leveraging Popular Technologies: Educators should integrate popular technologies such as language learning apps and virtual classrooms, which have been shown to impact language skills and student engagement positively.

Focus on Interactive Learning: Given the preference for interactive and gamification elements, instructors should incorporate these features into their lesson plans to enhance motivation and participation.

Addressing Access Inequality: Policymakers must focus on bridging the digital divide, as 30% of survey respondents indicated limited access to technology. This includes providing necessary resources and infrastructure, especially in under-resourced areas.

Ensuring Quality of Digital Content: There is a need for policy interventions to ensure the quality and educational value of digital content used in ELT, addressing the concern of 20% of respondents about the lack of quality digital content.

Incorporating Effective Digital Tools: Curriculum designers should integrate effective digital tools that have been identified as engaging in language curricula, such as interactive exercises and gamification elements.

Creating a Blended Learning Environment: A balanced approach that combines traditional teaching methods with digital tools is recommended, ensuring a comprehensive language learning experience that leverages the strengths of both modalities.

##### Future Research Directions

Future research should focus on longitudinal studies to understand the long-term impact of technology use on language proficiency and engagement.

Exploring Diverse Educational Settings: Additional research is needed to explore the impact of technology in various educational settings, including non-traditional learning environments.

Teacher Training and Technology Use: Investigating the effectiveness of teacher training programs in equipping educators with the skills to integrate technology into ELT would provide valuable insights.

Evaluating Emerging Technologies: As technology evolves, research should also assess the potential and challenges of emerging technologies like AI and VR in enhancing language learning.

## 6. Conclusion

The findings of this study paint a clear picture of the current technology landscape in English Language Teaching (ELT). Most participants (60%) reported frequent use of technology,

particularly language learning apps and virtual classrooms, underscoring its prevalence in modern ELT settings. Notably, 65% of respondents recognized the positive impact of technology on language skills, especially in areas like vocabulary and listening. This correlation highlights technology's role in enhancing language proficiency. Furthermore, the survey revealed that technology positively influences student engagement and motivation, with 70% of participants reporting improved engagement due to the use of interactive and multimedia tools. However, the study also brought to light several challenges in technology integration, including limited access to technology, technical difficulties, and concerns over the quality of digital content. These challenges require attention to maximize technology's benefits in language education.

As we conclude, it's evident that technology has become an essential component in the realm of ELT, offering innovative ways to engage learners and facilitate language acquisition. However, it's crucial to maintain a balance between digital and traditional teaching methods. Technology should complement, rather than replace, conventional language instruction, ensuring a holistic approach to language learning. To enhance language education through digital means, the ELT community must embrace the opportunities presented by digital technologies. This includes utilizing existing tools and exploring and integrating emerging technologies. Addressing the challenges of inequity in technology access and ensuring the quality of digital content are critical steps toward ensuring that all learners can benefit from these advancements. In conclusion, the field of ELT is continuously evolving, with technology playing a pivotal role in this transformation. For ELT practices to remain relevant and effective in the 21st century, educators, policymakers, and curriculum designers must collaboratively harness the potential of digital tools and technologies. This will ensure that language education not only keeps pace with technological advancements but also meets the ever-changing needs of learners in this digital era.

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## Title: Impact of Technology on English Language Learning Survey

### Introduction:

This survey aims to gather insights on the usage and effectiveness of technology in English Language Teaching (ELT). Your responses will contribute to a better understanding of how digital tools impact language learning and student engagement. All responses are anonymous and will be used solely for academic research purposes.

### Demographic Information:

1. Age: \_\_\_\_\_
2. Gender:
  - Male
  - Female
  - Prefer not to say
  - Other: \_\_\_\_\_
3. Education Level:
  - High School
  - Undergraduate
  - Graduate
  - Other: \_\_\_\_\_
4. Current Role:
  - Student
  - Educator
  - Administrator
  - Other: \_\_\_\_\_

### Section 1: Technology Usage in ELT

5. How often do you use technology (e.g., apps, software, online resources) for English language learning/teaching?
  - Never
  - Rarely
  - Sometimes
  - Often
  - Always
6. What types of technology do you most commonly use? (Select all that apply)
  - Language learning apps (e.g., Duolingo, Babbel)
  - Educational websites (e.g., BBC Learning English)
  - Online courses (e.g., Coursera, Udemy)
  - Virtual classrooms (e.g., Zoom, Microsoft Teams)
  - Others: \_\_\_\_\_

### Section 2: Impact on Language Skills

7. To what extent do you agree that technology has improved your (or your students') English language skills?

- Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree
8. Which language skills have you noticed the most improvement in due to technology use? (Select all that apply)
- Reading
  - Writing
  - Speaking
  - Listening
  - Vocabulary
  - Grammar

### Section 3: Student Engagement and Motivation

9. Has the use of technology in ELT increased your (or your students') motivation and engagement?
- Significantly Decreased
  - Slightly Decreased
  - No Change
  - Slightly Increased
  - Significantly Increased
10. What features of technology-based learning tools do you find most engaging? (Open-ended)

### Section 4: Challenges and Limitations

11. What are the main challenges you have faced (or observed) in using technology for English language learning? (Select all that apply)
- Limited access to technology
  - Technical difficulties
  - Lack of quality digital content
  - Over-reliance on technology
  - Others: \_\_\_\_\_
12. To what extent do you feel that face-to-face communication skills might be affected by the use of technology in language learning?
- Strongly Negatively Affected
  - Slightly Negatively Affected
  - No Impact
  - Slightly Positively Affected
  - Strongly Positively Affected

### Conclusion:

13. Any additional comments or suggestions regarding the use of technology in English language learning: