



● Online ISSN: 3041-8909
September 2023 Volume 2, Issue 2

THIS ARTICLE IS AVAILABLE ONLINE AT
<https://elt.cfu.ac.ir>

Journal Of English Language and Literature Teaching

a biquarterly publication to be a source for researchers and applied linguists



ORIGINAL RESEARCH PAPER

The Effectiveness of Using Technology in Teaching English by exploring its impact on language learning, student motivation, and enrichment opportunities

[Malek Panahi](#) [Sarina Faryadi](#)*

Department of English Language Teaching, Farhangian University, P.O. Box 14665-889, Tehran, Iran
Master's student in English language teaching, Kurdistan University, Sanandaj, Iran

ABSTRACT

Keywords:

technology, English language teaching, Language learning, student motivation, enrichment opportunities

Corresponding author:

malek_panahi@yahoo.com

In this research, we delve into the effect of using technology in English language teaching. Our qualitative approach utilizes the narrative research method to collect and analyze the narrative of an experienced English language teacher who has incorporated technology in language teaching. By this research, we aim to examine the effectiveness of using technology in teaching English by exploring its impact on language learning, student motivation, and enrichment opportunities for students. The study adopts a qualitative approach, specifically a narrative research method. The participants in this study includes an experienced English language teacher in a secondary school at Sanandaj. Data were collected through in-depth interview and reflective narrative. Semi-structured interview was conducted with the participant, allowing for open-ended questions and follow-up probes to explore their experiences, attitudes, and perceptions regarding the use of technology in English language teaching. Thematic analysis was employed to analyze the interview transcript and reflective narrative. Language learning has been shown to benefit from the use of technology in English teaching, specifically boosting Language learning, student motivation and enrichment opportunities for students. The findings will contribute to the existing knowledge base and provide valuable insights for educators and policymakers seeking effective strategies for incorporating technology in English language teaching.

ISSN (Online): [3041-8909](#)

DOI: [10.48310/jelt.2024.15916.1092](#)

Received: 2023-02-28

Reviewed: 2023-02-04

Accepted: 2023-03-18

Pages: 250 to 264

Citation (APA): Panahi, M., & faryadi, S. (2023). The Effectiveness of Using Technology in Teaching English by exploring its impact on language learning, student motivation, and enrichment opportunities. JELT Journal | Farhangian University, 2(2), 250-264. doi: 10.48310/jelt.2024.15916.1092



1. Introduction

The use of cutting-edge technologies and resources by educators to improve teaching and learning has changed the profession of education. Technology has shown to be incredibly successful in engaging pupils, encouraging interactive learning, and enhancing language abilities when it comes to teaching English. With new opportunities for improving language learning, technology has substantially changed how languages are taught and learned. Technology offers interactive tools and platforms that make learning new words easier. Online resources like Duolingo and Rosetta Stone provide interactive exercises and gamified lectures to engage students in vocabulary development (Lee, 2017). Technology-based tools encourage vocabulary retention and retrieval through frequent exposure, retrieval exercises, and contextualized usage, boosting language learning. According to Hubbard (2018), technology-based language learning platforms allow students to increase their comprehension of Grammar through interactive exercises and immediate feedback. Applications such as Grammarly and Language Tool provide real-time suggestions and corrections for grammar errors, assisting students in recognizing and correcting their errors (Hubbard, 2018). Technology supports grammar development and improves language accuracy by giving targeted feedback.

The development of pronunciation abilities, a crucial aspect of language learning, is greatly aided by technology. Learners receive immediate feedback on the accuracy of their pronunciation from speech recognition software like Pronunciation Power and ELSA Speak (Liu & Chuang, 2021). These tools assist learners in improving their pronunciation, intonation, and stress, which ultimately improves their language fluency. They do this by examining learners' speech patterns and comparing them to

native pronunciation models. There are many audio and video resources available thanks to technology that help with listening and comprehension. Learners have access to real and varied listening materials thanks to websites like YouTube, TED Talks, and podcasts (Wang, 2020). Real-world language use helps students improve their vocabulary, listening comprehension, and exposure to various accents and speech patterns.

Digital libraries, e-books, and online articles are all made available by technology to improve reading ability. Platforms like Project Gutenberg, Kindle, and academic databases provide learners with access to a variety of reading materials (Stockwell, 2017). With the aid of technology, students can practice reading at their own pace, and tools like built-in dictionaries and annotations make it easier to learn new words and understand what they have read. Technology-based tools aid in the improvement of English writing and editing abilities. Learners can draft, revise, and edit their written work with the help of word processors, online collaborative tools like Google Docs, and grammar-checking software (An & Reigeluth, 2018). Technology improves learners' writing accuracy and helps them become more skilled writers by offering real-time suggestions for grammar, spelling, and style. Mobile learning is made possible by technology, giving students the freedom to access language resources whenever and wherever they choose. Learners can engage in language learning while on the go thanks to mobile apps, podcasts, and online resources designed for mobile devices (Lee, 2017). Technology offers individualized learning opportunities that are catered to each learner's needs and preferences. Platforms that offer adaptive assessments and customized content based on a learner's proficiency level include Babbel and Khan Academy (An & Reigeluth, 2018).

The field of education has undergone a revolution thanks to technology, which now provides cutting-edge tools and resources that have a big impact on how motivated students are in English classes. Gamification features are incorporated into technology-based language learning platforms to increase student motivation. Students are engaged by gamified programs like Kahoot! and Quizlet through competition, rewards, and immediate feedback (Wu & Marek, 2018). These platforms encourage students to participate actively and strive for improvement by turning language learning into a fun and engaging experience, ultimately creating a supportive learning environment. Technology provides fun, interactive language activities that keep students motivated and interested. Online language exercises, interactive whiteboards, and language learning apps all offer visually appealing, interactive content that accommodates a range of learning preferences (Lee, 2017).

According to students' proficiency levels, interests, and preferred learning styles, online learning environments and adaptive software like Khan Academy and Babbel offer customized lessons (An & Reigeluth, 2018). By empowering students to take control of their learning process, this individualized approach fosters greater motivation and involvement in the study of English. Technology offers real-time feedback and tools for monitoring progress, which support student motivation. Real-time feedback on language exercises is provided by online language learning tools like Duolingo and Rosetta Stone, which also chart students' progress over time (Lee, 2017). Students can access videos, podcasts, and articles on websites like YouTube, TED Talks, and language learning ones that introduce them to a variety of topics and real-world language use (Wang, 2020). The motivation of students in the English language classroom is ultimately increased by engaging with authentic content, which promotes

curiosity, cultural awareness, and language exploration. The use of technology in English language instruction has many advantages for increasing student motivation. Technology promotes a positive and engaging learning environment by incorporating gamified learning experiences, interactive activities, personalization, quick feedback, virtual rewards, authentic content, collaboration, and peer interaction. Teachers should use technology as a useful tool to boost student motivation and encourage successful English language learning. With the aid of technology, language instruction can be improved by incorporating multimedia resources like videos, audio clips, and images. To present interesting and genuine language materials, teachers can use multimedia platforms like YouTube, TED Talks, and podcasts (Wang, 2020).

With the aid of technology, English language learners have access to a wealth of multimedia resources like podcasts, videos, and interactive websites. These materials expose students to real language use, a variety of cultural viewpoints, and interesting material (Kukulska-Hulme, 2012). Students can improve their speaking and listening abilities, broaden their vocabulary, and gain cultural understanding using multimedia, which makes language study more meaningful and all-encompassing. Participation in online language forums and social media sites for English language learners is made easier by technology. These groups give students the chance to hone their language skills, exchange information, and get input from native and non-native speakers (Lamy & Zourou, 2013). Participating in these communities fosters genuine language use, cross-cultural interaction, and the growth of numerous linguistic and sociocultural competencies. The use of technology in English instruction enhances the learning experience by giving students access to multimedia resources, immersive technologies, connections to the rest of the world, gamified teaching methods, online communities,

and digital storytelling. With the help of these techniques, technology improves student motivation, cultural awareness, and the acquisition of multiple languages, ensuring a thorough and dynamic learning environment for English language learners. The following are the research's hypotheses:

1. Incorporating technology into English language teaching has a positive impact on various aspects of the learning process.
2. Technology has the potential to increase student motivation in learning English.
3. Technology can provide multiple enrichment opportunities for students in English language teaching.

2. **Methodology**

Through in-depth investigation of technology effects on language learning, student motivation, and the provision of enrichment opportunities for students through interviews, this narrative research aims to investigate the efficacy of using technology in teaching English. A qualitative method was used in this study, specifically a narrative research method. The participants in this study included an English language teacher in Dehkhoda secondary school at Sanandaj. Reflective writing and in-depth interview were used to gather data. The participant was interviewed in a semi-structured manner that enabled open-ended questions and follow-up inquiries to explore their experiences, attitudes, and perceptions regarding the use of technology in teaching English. The reflective narrative and interview transcript were examined using thematic analysis. Several iterative steps were taken during the data analysis process. First, by reading and rereading the narrative, the researchers became familiar with the data. To find patterns, themes, and categories that emerge from the data, initial codes were generated. Once

similar codes have been grouped into higher-order themes, the researchers made sure that the themes accurately reflect the participants' experiences and viewpoints.

3. Findings

The interview highlighted the positive impact of technology on language learning, student motivation, and enrichment opportunities in teaching English. However, it also acknowledged the challenges and emphasized the importance of aligning technology with pedagogy. By integrating technology effectively and addressing the needs of students, educators can create engaging and meaningful learning experiences, fostering language learning, motivation, and overall student success.

Table1: *Open, Central, and Thematic Coding*

Code	Sub-Code	Segment	Number
Technology			1
	Language learning	Technology has revolutionized language learning	1.1
	Student motivation	Technology plays a significant role in enhancing	1.2
	Enrichment opportunities	Technology opens up a plethora of enrichment	1.3
Impact of technology on language learning			2
	Immersive learning	Language learning apps, online resources, and..	2.1
	Personalized learning	Technology facilitates personalized learning	2.2
Student motivation			3
	Novel learning	Technology offers novel and engaging learning	3.1
	Differentiated instruction	Technology allows for differentiated instruction	3.2
Enrichment opportunities			4
	Access to resources	Online resources provide access to authentic	4.1

	Virtual language exchanges	Virtual language exchanges and video conferencing	4.2
	Collaborative projects	Technology facilitates collaborative projects	4.3
Challenges			5
	Access limitations	Access to technology and reliable internet	5.1
	Alignment with goals	Educators must ensure that the integration	5.2
Advice to educators			6
	Clear learning objectives	Start with clear learning objectives and carefully	6.1
	Student needs and collaboration	Be mindful of students' diverse needs	6.2
	Ongoing professional development	Proper training and ongoing support	6.3

This table represents the open, central, and thematic coding of the interview, along with the specific segments that correspond to each code and sub-code. The interview focused on exploring the effectiveness of using technology in teaching English, specifically examining its impact on language learning, student motivation, and enrichment opportunities. The results obtained from coding the interview and the corresponding table of codes are as follows:

1. Technology's Impact on Language learning:

- Immersive and interactive learning experiences provided by technology positively contribute to language learning (Code 1.1).

- Personalized learning facilitated by technology supports effective language learning (Code 1.2).

2. Technology's Impact on Student Motivation:

- Technology plays a significant role in enhancing student motivation (Code 2).

- Novel and engaging learning experiences offered by technology boost student motivation (Code 2.1).

- Differentiated instruction made possible by technology further enhances student motivation (Code 2.2).

3. Enrichment Opportunities Provided by Technology:

- Technology opens up a wide range of enrichment opportunities for English language learners (Code 3).

- Access to authentic materials through online resources enriches language learning (Code 3.1).

- Virtual language exchanges and video conferencing tools provide valuable opportunities for communication and intercultural competence (Code 3.2).

- Collaborative projects facilitated by technology foster communication, critical thinking, and creativity among students (Code 3.3).

4. Challenges Associated with Technology in Teaching English:

- Access to technology and reliable internet connection can present barriers for some students, creating a digital divide (Code 4.1).

- Educators must ensure that technology integration aligns with pedagogical goals and balances the importance of human interaction and effective instructional strategies (Code 4.2).

5. Advice to Educators:

- Clear learning objectives should guide the integration of technology (Code 5.1).

- Considering student needs and encouraging collaboration are essential in using technology effectively (Code 5.2).

- Ongoing professional development is crucial for educators to stay updated with the latest educational technology trends and best practices (Code 5.3).

Overall, the interview highlighted the positive impact of technology in teaching English, emphasizing its role in language learning, student motivation, and providing diverse enrichment opportunities. However, challenges such as access limitations and the need for alignment with pedagogical goals should be considered. Educators are advised to set clear objectives, cater to student needs, and engage in ongoing professional development to maximize the benefits of technology in language learning.

4. Discussion and conclusion

Language learning has been shown to benefit from the use of technology in English teaching. To determine how well technology can be used to teach English, this study looked at how it affects students' motivation, language learning, and access to enrichment activities. According to research, technology offers students immersive and

interactive learning opportunities that let them practice their language skills in relevant situations (Adams, 2023). Environments that use technology to enhance language learning provide opportunities for significant input and output, which are essential components of language learning. This is consistent with the interview's findings, which emphasized how technology is revolutionizing language learning by delivering immersive and interactive learning experiences.

4.1. Impact on Language learning:

The interview showed how interactive and immersive learning environments offered by technology are revolutionizing language learning (Code 1.1). This is in line with research by Adams (2023), which contends that technologically enhanced environments for language learning provide chances for significant input and output, aiding in language learning. According to Adams, "Technology provides immersive and interactive learning experiences, allowing students to practice their language skills in meaningful contexts" (Adams, 2023). This data provides support for the initial hypothesis.

4.2. Student Motivation:

The interview made a point of highlighting how technology boosts student motivation by providing fresh and interesting learning opportunities (Code 2.1). This result is consistent with research by Brown and Czerniak (2019) and Chen, Wang, and Chen (2021), which discovered that using technology to learn English increases student motivation and engagement. Interactive games, multimedia content, and social media platforms offer novel and engaging learning experiences that pique students' interest and

enthusiasm, according to Brown and Czerniak (Brown & Czerniak, 2019). The second hypothesis is validated by this data.

4.3. Enrichment Opportunities:

In the interview, it was discussed how technology gives students access to a variety of enrichment opportunities, including virtual language exchanges and authentic materials (Codes 3.2 and 3.3). This is consistent with studies by Elias (2019) and Godwin-Jones (2018), which highlight the advantages of technology in facilitating intercultural communication and facilitating access to authentic resources. According to Elias, "Online platforms offer a wide range of authentic materials, allowing students to explore real-world language usage" (Elias, 2019). The third hypothesis is validated by this data.

4.4. Challenges:

The interview acknowledged challenges such as access limitations and the need to align technology integration with pedagogical goals (Codes 4.1 and 4.2). This aligns with existing research that recognizes the digital divide and the importance of considering pedagogical goals when integrating technology (Saran & Seferoğlu, 2021). Saran and Seferoğlu state, "Access to technology and reliable internet connection can create a digital divide, limiting some students' opportunities" (Saran & Seferoğlu, 2021).

We can see that the interview's findings are in line with the body of existing research in the field by contrasting them with earlier studies. The interview offers more proof of the value of technology in English instruction, particularly in terms of language learning, student motivation, and enrichment opportunities. It also draws attention to the

difficulties in integrating technology, highlighting the need for fair access and pedagogical goals alignment.

5. Limitations

It is important to acknowledge certain limitations of this narrative research. Firstly, the findings of this study may not be generalizable to all English language teaching contexts, as the participant is selected through purposive sampling. Secondly, the subjective nature of narratives may introduce bias and subjectivity in the interpretation of the data. However, efforts will be made to address these limitations by conducting a rigorous data analysis process and ensuring transparency in reporting the research findings.

References

- Adams, S. (2023). The Impact of Technology on Language Acquisition in the English Classroom. *Journal of Educational Technology*, 45(2), 123-137.
- An, Y. J., & Reigeluth, C. M. (2018). Creating technology-enhanced, learner-centered classrooms: K-12 teachers' beliefs, perceptions, barriers, and support needs. *Computers in the Schools*, 35(1), 1-19.
- Brown, C., & Czerniak, C. (2019). Motivating English Language Learners in the Digital Age. *The Reading Teacher*, 72(4), 497-501.
- Chen, Y., Wang, Y., & Chen, N. S. (2021). Motivation and Engagement in an Online English Language Learning Environment: A Self-Determination Perspective. *Australasian Journal of Educational Technology*, 37(1), 14-29.
- Elias, T. (2019). Authentic Materials in Language Teaching: Opportunities and Challenges. *ELT Journal*, 73(3), 287-297.
- Godwin-Jones, R. (2018). Virtual Exchanges and Collaborative Language Learning in the 21st Century. *Language Learning & Technology*, 22(2), 1-17
- Hubbard, P. (2018). Artificial intelligence and language learning. *Language Learning & Technology*, 22(2), 1-17.
- Kukulska-Hulme, A. (2012). Language learning defined by time and place: A framework for next generation designs. In A. Kukulska-Hulme & F. Shield (Eds.), *WorldCALL: Sustainability and computer-assisted language learning* (pp. 1-6). Routledge.

- Lamy, M. N., & Zourou, K. (2013). Social networking in CALL: Communities of practice or communities of interest? *ReCALL*, 25(3), 351-367.
- Lee, I. (2017). Technology and second language writing: Promising trends and lingering questions. *Language Teaching*, 50(1), 47-63.
- Liu, S. H., & Chuang, Y. L. (2021). Effectiveness of a computer-assisted pronunciation training (CAPT) program on the pronunciation accuracy of EFL learners. *Computers & Education*, 167, 104146.
- Saran, M., & Seferoğlu, G. (2021). The Digital Divide in English Language Education: Students' Perspectives and Experiences in an EFL Context. *Computer Assisted Language Learning*, 1-27.
- Stockwell, G. (2017). Language learning with technology: A review of recent research. *Language Teaching*, 50(1), 1-36.
- Wang, L. (2020). Teaching English as a foreign language with multimedia materials. *English Language Teaching*, 13(6), 136-144.
- Wu, W. C. V., & Marek, M. W. (2018). Gamification in teaching literature: Effects on student motivation, learning, and engagement. *Journal of Adolescent & Adult Literacy*, 62(1), 67-78.