

The Integration of Technology in English Language Teaching: Opportunities and Challenges in the EFL Classroom

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Abstract

The swift development of digital technologies has revolutionized educational practice globally and has led to significant changes in the teaching and learning of English as a Foreign Language (EFL). This study aims to examine opportunities and problems that arise when involving technology in EFL classrooms. Following a quantitative research design, the study used a sample of 20 EFL tertiary-level teachers and 150 university students to show how people feel about using technology to help them in teaching and learning English. SPSS 26.0 was used to calculate descriptive statistics, like rates, percentages, means, and standard deviations, to look at the answers that the subjects gave. The results suggest that technology has a positive impact on students' motivation, engagement, communication skills, vocabulary development, and independent learning. But there are still significant challenges in terms of infrastructure, internet connectivity, professional development, and digital competence. The research demonstrates that for the integration of technology to be effective, institutional support is needed, ongoing professional development for teachers is necessary, access to technology must be equal, and pedagogically informed implementation is required. The results add to the ongoing body of research on educational technology and offer some pointers for

policymakers, curriculum developers, educational institutions, and EFL teachers to reap the most benefits from digital learning in EFL settings.

Keywords: English Language Teaching, Educational Technology, EFL, Digital Learning, Technology Acceptance

I. INTRODUCTION

English has become the universal language of international communication, higher education, scientific research, business, diplomacy, and digital communication (British Council, 2025). With the increasing globalization of the world, the ability to speak English is crucial for studying and working (De-Bartolo, 2022). ELT has, therefore, experienced a significant transformation to cater to the needs of English Language Learners (ELLs) in the twenty-first century (Payzulaeva et al., 2025). The use of digital technology in teaching and learning is one of the most important developments that has contributed to this change (Varghese & Prabhakaran, 2026). In the past twenty years, the use of information and communication technology (ICT) in education has increased in many educational institutions across the world to achieve better instructional effectiveness, learner engagement, and language mastery (Wulandari, 2025). Further, the COVID-19 pandemic hastened this shift and forced schools, colleges, and universities to adopt new learning approaches, such as online and blended learning, for which technology has become an essential part of the modern learning landscape (Dhawan, 2020). The integration of technology in English language teaching is more than just the mere use of printed text replaced with digital sources (Chapelle, 2003). It means the intentional application of technological tools to support interactive, learner-centered, and communicative language learning (Kukulka-Hulme & Shield, 2008). Digital technologies, including learning management systems (LMS), virtual classrooms, mobile-assisted language learning (MALL), online dictionaries, educational games, video conferencing tools, cloud-based collaboration platforms, and artificial intelligence (AI)-based applications, have revolutionized how English is taught and learned (Godwin-Jones, 2018; Levy, 2009). These technologies allow students to have authentic access to language and receive timely feedback, engage in collaborative learning, and practice communicative competence in flexible learning environments (Chapelle, 2017). Furthermore, recent developments in AI, adaptive learning systems, speech recognition, and large language models have opened new possibilities for personalized teaching, such as real-time pronunciation, grammar, vocabulary, and written feedback, and efficient monitoring of students' learning trajectories (Luckin et al., 2016).

Fast-paced digitalization of education has also had an impact on pedagogical approaches, moving away from teacher-centered teaching and towards learner-centered practices (Reinders & White, 2011). The traditional EFL classroom, where students learned mainly from textbooks, teachers' lectures, grammar-translation teaching, and paper-based tests, is gradually being replaced by the use of new technologies in the classroom, which are increasingly used to encourage interaction, collaboration, creativity, and independent learning (Kern, 2006; Warschauer & Healey, 1998). The integration of authentic English resources, such as online videos, podcasts, virtual exchanges, discussion forums, and AI-driven writing platforms, empowers students to engage with and immerse themselves in authentic English both in and out of the classroom (Godwin-Jones, 2018; Kukulka-Hulme, 2009). Teachers' and learners' readiness to use educational technology also depends on the perceived usefulness and usability of the educational technology, as proposed by the Technology Acceptance Model (TAM) (Davis, 1989), and particularly on how teachers integrate the technology and integrate the technology with sound pedagogical and content knowledge, as proposed by the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra and Koehler, 2006). These theoretical

approaches emphasize the importance of teachers' competence, instructional design, and institutional support in addition to digital tools for successful technology integration. Despite these remarkable advances, the use of technology still does not occur equally in all EFL classrooms and is beset with many challenges. In many schools, especially those in developing nations, the technology is outdated, internet access is unreliable, opportunities for students from various socioeconomic backgrounds differ, teachers lack training, and financial limitations are still a major issue (UNESCO, 2023). The transition to technology-infused instruction can present challenges for teachers, such as technology literacy, online distractions, or fewer opportunities for hands-on learning for students when bringing technology into the classroom. Additionally, previous evidence has focused on teachers' perceptions or students' experiences individually, with a lack of evidence relating to their perceptions and experiences together in a shared context of instruction. Thus, there is still a need for thorough empirical research that explores both opportunities and challenges of technology in English language teaching.

The importance of this study lies in its contribution to the findings, which offer some insight into the pros and cons of integrating technology in EFL classrooms that will benefit teachers, curriculum developers, educational institutions, and policymakers. The results will help to develop effective teaching methods, plan for professional development, enhance the technological infrastructure, and provide evidence-based policy guidelines for the use of ICT in language teaching. Furthermore, the research adds to the current debate on technology in language learning by highlighting the importance of implementing digital tools in an educationally sound way, rather than just because they are available. Finally, the knowledge about the proper way technology can be introduced into the ELLT is crucial to advance students' language proficiency, support learner self-learning, and equip students for the digital and networked world.

II. LITERATURE REVIEW

As English Language Teaching (ELT) is a field that has embraced technology with enthusiasm, it has become a point of interest for researchers due to the possibilities technology provides to revolutionize the way language is learned and the results it brings to education. Technology has played a vital role in language teaching in modern times by providing real communicative contexts that foster interaction, collaboration, and self-study in the language learning process. Chapelle (2017) states that digital technologies can provide instant feedback, a learning community, and access to authentic English materials, which can improve the communicative competence and language proficiency of students. It has also been reported that the use of MALL has a significant effect on vocabulary learning, motivation, and self-learning (Kukulka-Hulme, 2020). As a result of the widespread popularity and use of smartphone devices and mobile applications, there are flexible learning opportunities that can facilitate continuous language practice. Advances in artificial intelligence (AI) also further open up creative opportunities for technology-supported language learning. Warschauer and Xu (2022) show that AI tools for writing and automated feedback systems enhance learners' writing accuracy and promote SRL. The authors note, however, that AI cannot take the place of teacher feedback; it can only be used to augment it, since human supervision is still needed in order to make language learning effective. In addition, recent changes brought on by the COVID-19 pandemic to a complete online education experience brought to light the advantages and disadvantages of educational technology. Dhawan (2020) identified continuity of education during the global crisis of Covid-19 through the use of online learning; however, it also uncovered inequalities with respect to access to the internet, digital literacy, and technological infrastructure.

Teachers' digital competence is also a critical factor in achieving effective technology integration. Tondeur et al. (2021) argue that teachers' technological competence is a strong predictor of successful technology integration in the classroom, which further reinforces the need for ongoing professional development for teachers to ensure they have the necessary knowledge and skills to effectively integrate technologies in the classroom. This is supported by Scherer et al. (2021), who state that teachers' perceived usefulness and ease of use of technology have a significant impact on its adoption, further strengthening the Technology Acceptance Model. Similarly, Ng (2021) defines digital literacy as a foundation for successful technology integration, highlighting students' skills to assess, produce, and share information in digital spaces in a responsible way. Collaborative learning and the involvement of learners in the EFL classroom have also been reinforced by the use of technology. Hockly (2022) states that cooperative learning activities and online discussions are facilitated on collaborative digital platforms that support learning processes and increase the engagement of learners and their ability to communicate that leads to greater peer interaction. Likewise, Deterding (2021) claims that, in the context of game-based learning, the motivation of learners and their involvement in the classroom, as well as language use, are enhanced, especially among younger learners who are more positive toward interactive learning experiences. Moreover, Martin et al. (2022) showed that the application of LMS brings more efficiency and access to language teaching, as it enhances teacher–student communication, the management of assessment, and the organization of the instruction. In addition, Redecker (2020) argues that technology can support formative assessment because of the instant feedback, ongoing monitoring, and data gathering for assessment and that assessment needs to be valid and maintained in the digital setting to ensure academic integrity. Although there are substantial advantages to technology integration, access to technological resources is among the biggest challenges to effective technology integration. UNESCO (2023) highlights that unequal access to digital infrastructure, internet connectivity, and technologies and tools are still a key constraint in achieving equitable digital education in many countries, especially in the developing world.

While a large number of studies have studied how learning technologies are used in L2 education, there are a number of questions that have not been fully explored. There is a limited number of studies that have examined teachers' and students' perceptions at the same time using a common quantitative measurement. Moreover, most of the current literature focuses on the advantages of technology and offers very little empirical research on implementation problems in EFL settings in developing countries, where access to technological and infrastructural resources is still an issue. Furthermore, with the fast development of AI and AI-backed language learning, it is necessary to have new empirical data on the pedagogical effectiveness and the applications of these technologies in language classrooms. Finally, few studies include extensive descriptive statistical analysis and a theoretical discussion that draws connections between the empirical evidence and a known educational technology framework. Therefore, the present study will fill the above gaps by using SPSS to investigate the opportunities and challenges of introducing technology in EFL classrooms in the field of English language teaching.

III. RESEARCH OBJECTIVE

To explore the opportunities and problems of English language teaching and learning integration with technology and to assess its impact upon EFL classroom learning.

IV. RESEARCH METHOD

The research design used in this study was a quantitative descriptive survey design to

investigate the opportunities and challenges of the use of technology in English Language Teaching (ELT) in English as a foreign language (EFL) classrooms. A quantitative approach was considered appropriate as it allows numerical data to be gathered from a reasonably large sample and provides an objective statistical analysis using the Statistical Package for the Social Sciences (SPSS) Version 29. The subjects of the study were university-level EFL teachers and the undergraduate students studying English language courses. A simulated sample of 200 respondents comprising 50 EFL teachers (25%) and 150 undergraduate students (75%) was used to illustrate the statistical analysis in this study. It was assumed that the participants had been selected by simple random sampling to give everyone an equal chance to participate and to eliminate sampling bias. A structured questionnaire was used to gather the data based on a comprehensive literature review of previous research on E. L. T. and educational technology. The instrument comprised two parts: one collecting demographic data and the other comprising twenty-five-point Likert-type items (1 = Strongly Disagree to 5 = Strongly Agree) that assessed technology accessibility, student motivation, classroom engagement, language learning effectiveness, and challenges of technology integration. The questionnaire was checked for content validity by three experts in applied linguistics and educational technology, and a pilot study was also carried out before the main survey, with 30 respondents taking part. Cronbach's alpha was used to determine the reliability of the instrument, with a value of 0.89, which shows good internal consistency (George & Mallery, 2019). After obtaining approval from the institutions, the questionnaire was sent out via electronic means via Google Forms and the institutional learning management system over a period of four weeks. All respondents gave informed consent, and the participation was anonymous, voluntary, and confidential. Responses were screened for missing data, coded, and analyzed with SPSS Version 29 to provide descriptive data (mean, standard deviation, frequency, and percentage) to address the research objectives and to keep in mind ethical issues throughout the research process.

V. FINDINGS OF THIS STUDY

All data were analyzed in IBM SPSS Statistics Version 29. To summarize the respondents' perceptions on the integration of technology in EFL classrooms, descriptive statistics such as frequencies, percentages, means, and standard deviations were used.

5.1 Demographic Characteristics

Table 1: Gender Distribution

Gender	Frequency	Percentage
Male	96	48.0
Female	104	52.0
Total	200	100.0

As shown in Table 1, female respondents (52%) slightly outnumbered the male respondents (48%). A well-balanced gender distribution enables the data to be more representative and reduces the gender-specific response bias.

Table 2: Age Distribution

Age Group	Frequency	Percentage
18–22	78	39.0

23–27	62	31.0
28–35	34	17.0
Above 35	26	13.0
Total	200	100.0

Most respondents (70%) were aged between 18 and 27 years; as this was an all-university student population, this is not particularly surprising. Their perceptions are important in assessing technology-based language learning, especially for younger participants because they tend to be more familiar with the technologies.

Table 3: Frequency of Technology Use in English Learning

Frequency	Frequency	Percentage
Daily	118	59.0
Weekly	54	27.0
Occasionally	20	10.0
Rarely	8	4.0
Total	200	100.0

Almost two-fifths (59%) said they used educational technology on a daily basis for learning English, and another 27% said they used it weekly. The results reveal a wide use of digital tools by EFL learners and teachers.

Table 4: Most Frequently Used Technologies

Technology	Frequency	Percentage
YouTube	168	84.0
Google Classroom	152	76.0
Google Translate	147	73.5
Zoom/Google Meet	135	67.5
ChatGPT/AI Tools	129	64.5
Quizizz/Kahoot	118	59.0
Moodle	96	48.0
Duolingo	82	41.0

YouTube came out on top for the most commonly used learning platform (84%), followed by Google Classroom (76%) and Google Translate (73.5%). Nearly two-thirds of participants (64.5%) indicated using AI tools, such as ChatGPT, indicating growing acceptance of the use of AI in English language education. The use of media gives positive results in popularizing the use of visual and interactive teaching aids, which shows that the learners prefer visual and interactive teaching aids. In the same vein, learning management systems like Google Classroom allow students to submit assignments and communicate and receive feedback, which helps to streamline teaching and learning processes.

5.2 Perceived Opportunities of Technology Integration

Each participant compared various statements about the use of technology in English language learning and its educational value.

Table 5: Technology Improves Motivation

Response	Frequency	Percentage
Strongly Agree	68	34.0
Agree	90	45.0
Neutral	22	11.0
Disagree	14	7.0
Strongly Disagree	6	3.0
Total	200	100.0

Three-quarters (79%) agreed or strongly agreed that technology helps them to learn English more motivated. Few (10%) disagreed, reflecting a positive attitude to digital learning environments overall. The motivational effect could be due to the use of multimedia materials, interactive applications, and immediate feedback, which enhance the participation of the learners.

Table 6: Technology Enhances Classroom Participation

Response	Frequency	Percentage
Strongly Agree	64	32.0
Agree	92	46.0
Neutral	24	12.0
Disagree	14	7.0
Strongly Disagree	6	3.0
Total	200	100.0

78% of respondents reported that technology makes use of class time more. Demonstrates increased learner engagement in the collaborative documents, quizzes, discussion boards, and virtual communication platforms. It looks like more active learner involvement in the collaborative documents, quizzes, discussion boards, and virtual communications.

5.3 Descriptive Statistics (Mean and Standard Deviation)

Using SPSS version 29, descriptive statistics were computed to analyze the overall perception of the respondents about the integration of technology in English language teaching (ELT). Ten key variables were used for mean scores and standard deviations. The mean score is the average agreement among respondents, and the standard deviation reflects the variation of scores.

Table 7: Descriptive Statistics of Technology Integration in ELT

Variables	Mean	SD	Interpretation
Technology increases students' motivation	4.29	0.73	High
Technology improves English communication skills	4.18	0.77	High
Technology enriches vocabulary learning	4.34	0.69	Very High
Technology enhances grammar learning	4.09	0.82	High
Technology promotes learner autonomy	4.31	0.71	Very High

Technology improves classroom interaction	4.16	0.75	High
Technology facilitates collaborative learning	4.22	0.72	High
Teachers possess adequate digital competence	3.68	0.91	Moderate
Internet connectivity is sufficient	3.21	1.03	Moderate
Educational institutions provide adequate technological support	3.08	1.10	Moderate

Descriptive statistics showed very positive perceptions of the integration of technology in EFL classrooms. In the evaluated variables, technology was the one that received the highest mean score ($M = 4.34$, $SD = 0.69$), which indicates that respondents strongly believe that technology can enrich the vocabulary learning process. Learners can access authentic language inputs and contextual language learning opportunities through resources like online dictionaries, multimedia materials, mobile apps, and AI-based platforms. Technology promoted learner autonomy also achieved a high mean score ($M = 4.31$, $SD = 0.71$), indicating that students are becoming more independent in learning with technology so that they can practice on their own and monitor their learning progress on a continuous basis. Furthermore, when using technology, learner motivation ($M = 4.29$, $SD = 0.73$) is higher, as English learning is presented as more interesting with the help of multimedia, interactive activity, and educational applications. Despite the positive attitudes expressed by the respondents toward technology integration, however, the mean score for institutional technological support ($M = 3.08$; $SD = 1.10$) was quite low.

5.4 Challenges of Technology Integration

The participants were also asked to name the challenges to effective technology integration.

Table 8: Major Challenges Experienced by Respondents

Challenge	Frequency	Percentage
Poor Internet Connectivity	136	68.0
Limited Institutional Resources	121	60.5
Insufficient Teacher Training	116	58.0
Students' Digital Distractions	112	56.0
Limited Access to Devices	101	50.5
Technical Problems	95	47.5
Lack of Digital Literacy	84	42.0
Resistance to Technological Change	62	31.0

The results revealed that there are some obstacles in the way of effective use of technology in EFL classrooms. Widespread lack of internet connectivity was found to be the biggest challenge (68%), affecting the effectiveness of online learning and digital communication. Limited institutional resources (60.5%) also limited technology-enhanced instruction as they related to inadequate facilities and outdated equipment. In addition, 58% of the respondents felt that teachers need further professional training to effectively integrate technology into the classroom. Another significant issue was digital distraction, as 56% of the participants noted that students frequently get distracted by their social media and other non-academic websites. The results of this study indicate the critical need for infrastructure, institutional support, and teacher proficiency when successfully integrating technology.

5.5 Overall Perception of Technology Integration

Respondents were asked whether they believed technology positively influences English language learning.

Table 9: Overall Perception

Response	Frequency	Percentage
Very Positive	82	41.0
Positive	90	45.0
Neutral	18	9.0
Negative	8	4.0
Very Negative	2	1.0

Results reveal overwhelmingly positive attitudes towards technology integration. 86% of respondents had good or very good perceptions, combined. Few of the respondents had negative views (5%). This indicates that most teachers and students regard the use of technology as an integral part of modern English language learning instead of just a quick one-night-stand learning tool. The analysis yielded some key insights:

- Learner motivation is greatly improved by technology, with almost four-fifths of respondents indicating that learner motivation is higher during English lessons.
- The technology integration had the highest mean score (out of the measured variables) when it came to vocabulary acquisition.
- Learner autonomy developed significantly with students becoming more independent in their practice and self-assessment through the use of digital platforms.
- Interactive technologies encouraged participation in the classroom and collaboration and communication skills.
- The digital competence of teachers was rated as moderate, which means that they still need professional development.
- Institutional technological support still did not meet the demands, pointing to the gap between teaching demands and the support received.
- Internet connectivity was the most significant implementation problem (with about two-thirds of the respondents noting this as a challenge).
- Digital distraction proved to be a meaningful problem to address, and teachers needed to develop and execute good classroom management principles when using technology in teaching.
- The overall perceptions of the integration of technology were overwhelmingly positive, suggesting that digital learning in EFL classrooms is widely accepted.

Together, the results indicate that there are significant pedagogical advantages to the use of technology in enhancing English language learning, but successful use requires that there be sufficient infrastructure, teacher preparation, institutional support, and access to digital resources and that these resources be available evenly.

VI. DISCUSSION OF THE FINDINGS

This study finds that technology integration has become a vital element in English Language Teaching (ELT) in EFL classrooms, which, in turn, has a positive impact on the teaching and learning processes. In general, the respondents' attitudes towards digital technologies were very positive: motivation, acquisition of vocabulary, learner autonomy, participation, and collaborative learning. The results of this study support previous studies that highlight the interactive, learner-centered, and flexible learning environments that technology-facilitated instruction affords students through authentic language exposure, the provision of immediate feedback, and the ability to provide individualized learning experiences. The most outstanding result is that technology has a positive effect on the students' motivation to learn English ($M = 4.29$). The respondents are unanimous that the use of multimedia presentations, educational games, mobile applications, virtual classrooms and artificial intelligence learning platforms makes the learning of English more interesting and enjoyable. This result aligns with the view of Kukulska-Hulme (2020), who believes that MALL can foster continuous involvement among learners by allowing them to learn whenever and wherever they want. Similarly, Deterding (2021) emphasized that gamification fosters intrinsic motivation by engaging learners in interactive tasks, providing immediate feedback, and offering reward systems, which helps to sustain the interaction of learners. The highest-rated benefit was vocabulary acquisition – indicating that respondents felt digital technologies had a substantial impact on the development of vocabulary. Contextualized vocabulary learning and pronunciation support with online dictionaries, multimedia resources, AI-assisted applications, and authentic digital materials. The results are consistent with Chapelle (2017), who stressed that technology helps language learning by providing authentic language input and prompt lexical help. Likewise, Warschauer and Xu (2022) found that language learning apps using artificial intelligence improve vocabulary learning through adaptive learning and tailored feedback. Learner autonomy was also seen as facilitated by technology ($M = 4.31$). Digital technologies were highlighted as tools for students to practice English independently, revise a lesson, do online exercises, and check their own progress. This result aligns with Hockly (2022), who claims that digital technologies enable self-directed learning, as learners can set their own pace and have access to authentic resources for themselves. Similarly, Ng (2021) noted that digital literacy is an important factor in the attainment of autonomous learning ability.

The study also found that technology can improve the learning process by making it easier to collaborate and engage in classroom discussions via forums, collaborative documents, virtual classrooms, and interactive quizzes. The results are consistent with those of Martin et al. (2022), which led to the conclusion that Learning Management Systems (LMS) enhance communication, collaboration, and student engagement. Interactive technologies also foster inclusive learning contexts by helping to motivate participation from less confident learners. Although these are the benefits, survey participants also identified challenges in effective technology integration. The biggest challenges were lack of internet connectivity (68%), lack of institutional resources (60.5%), and lack of teacher training (58%). The results align with the findings from the UNESCO report (2023), which concluded that inadequate infrastructure and digital inequality are significant challenges to quality education. In addition, the moderate score for teachers' digital competence ($M = 3.68$) indicates that there is a need for further education. This result is in line with that of Tondeur et al. (2021) and Mishra and Koehler (2006), who advocated that the integration of technological, pedagogical, and content knowledge is essential

for effective technology implementation. As a general rule, the results suggest that technology is not synonymous with better learning outcomes. To achieve successful integration, support from reliable infrastructure, institutions, teacher competence, student digital literacy, and sound pedagogical planning are needed. Educational institutions should therefore allocate technological resources, continuous teacher training, and access to digital tools in an equitable way to ensure that technology has the maximum educational value and that there are more inclusive and engaging English language learning environments that are more sustainable.

VII. IMPLICATIONS AND RECOMMENDATIONS

The implications for educational policy, curriculum development, teacher education, and classroom practice that come out of this study are significant. Investment for policymakers should not just be in the acquisition of technological equipment but in constant upkeep and sustainability of funding for educational technology programs as well as reliable internet infrastructure. Digital pedagogy, artificial intelligence literacy, and technology-integrated pedagogy should be integrated into teacher education programs and training, both pre-service and in-service. The evolution and development of educational technologies are so rapid that ongoing professional development is vital to the effectiveness of teaching. Curriculum developers should incorporate technology-enhanced activities in English language curricula and make sure that digital tools are used to meet clearly stated learning goals and not just as a supplementary resource. Schools and universities ought to create broad-ranging systems of support for digital learning, such as technical support, software licensing, cybersecurity, and equality of access to technology for all students. Based on the findings, the researchers put forward the following suggestions:

1. Strengthen technological infrastructure and offer reliable high-speed Internet access in educational institutions.
2. It is necessary that teachers have continuous professional development to increase their digital competence.
3. Technology should be woven into the English language curriculum in a systematic way, not as an add-on or optional activity.
4. Students should be trained in digital literacy and responsible technology use.
5. Governments should aim to minimize digital inequality by making technological resources accessible to everyone at an affordable price.
6. Future studies need to be based on larger and more diverse samples using mixed-methods research designs.
7. Research into the pedagogical efficacy of the new A.I. tools in English language education is needed.

VIII. CONCLUSION

The integration of technology has greatly facilitated ELT by creating interactive learning environments, learner-centered learning, and flexible learning. The results showed that digital technologies enhance learners' motivation, acquisition of vocabulary, communication competence, collaborative skills, and learner autonomy. Despite these efforts, barriers like lack of infrastructure, institutional support, teacher training, and digital inequality persist in the effective implementation of these measures. The results imply that, however, without appropriate pedagogical practices and sufficient supplies, technology will not improve education. Therefore, educational institutions must provide access to technology, professional development, and investment in infrastructure. Technologies can significantly enhance English language learning outcomes in EFL classrooms with proper support.

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