

Use of Technology in English Language Teaching and Learning: An Analysis

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Abstract: *The integration of technology into English Language Teaching (ELT) has revolutionized the teaching-learning process by promoting interactive, learner-centered education. Tools such as multimedia software, mobile applications, virtual classrooms, and Artificial Intelligence have enhanced communication skills, creativity, and learner autonomy. This paper analyzes the role of technology in ELT, its benefits, challenges, and practical implications. Findings indicate that technological tools improve engagement, collaboration, and self-paced learning but require teacher training and digital infrastructure to be fully effective. The study concludes that technology, when effectively integrated, complements traditional teaching and supports holistic language development.*

Keywords: Blended Learning, Communication Skills, ELT, E-Learning, ICT, Language Skills, Multimedia

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1. Introduction

Technology has become a transformative force in modern education, particularly in the teaching and learning of English as a second or foreign language. The traditional classroom, once confined to textbooks and chalkboards, has evolved into a dynamic, interactive environment supported by digital tools and platforms. Multimedia resources, online collaboration, and computer-assisted language learning (CALL) have created opportunities for students to access authentic language materials and communicate globally.

The use of technology in English Language Teaching (ELT) promotes learner autonomy, engagement, and motivation by allowing students to learn at their own pace and explore various digital learning resources. Teachers also benefit from innovative tools that assist in lesson planning, assessment, and feedback. However, the integration of technology requires adequate digital literacy, technical infrastructure, and pedagogical adaptation. This study aims to analyse how technology contributes to effective English language teaching and learning. It examines the advantages, challenges, and implications of using technological tools in classrooms and explores ways to enhance language learning outcomes through digital innovation.

2. Materials and Methods

The study adopted a descriptive survey research design to analyze the use of technology in English Language Teaching and Learning (ELT). This design was considered appropriate as it enabled the researcher to collect data from a large group of respondents and describe existing practices, perceptions, and challenges related to technology integration in ELT. The sample for the present study consisted of 136 respondents, including English language learners and/or English teachers (as applicable to the study). The respondents were selected using a simple random sampling technique to ensure fair representation. All participants had prior exposure to technology-assisted English language learning or teaching. Data were collected using a structured questionnaire developed by the researcher. The questionnaire consisted of both closed-ended and Likert-scale items, focusing on:

- Types of technology used in English language teaching and learning
- Frequency of technology usage
- Perceived effectiveness of technology in improving language skills

- Attitudes towards technology-based learning
- Challenges faced in using technology for ELT

The questionnaire was reviewed by subject experts to ensure content validity. Minor revisions were made based on their suggestions.

Data Collection Procedure

The questionnaire was administered to the respondents either online or in printed form, depending on accessibility. Clear instructions were provided, and respondents were assured of confidentiality. Adequate time was given to complete the questionnaire, and all 136 responses were collected successfully.

Data Analysis

The collected data were tabulated and analysed using percentage and frequency analysis. Statistical tools such as tables and charts were used to interpret the data clearly and systematically. The analysis helped in identifying trends, patterns, and overall perceptions regarding the use of technology in English language teaching and learning.

3. Review of Literature

Several researchers have investigated the impact of technology on ELT. **Warschauer (2000)** highlighted that computer-assisted language learning encourages interaction and communication beyond traditional boundaries. **Chapelle (2003)** emphasized that multimedia technologies enhance linguistic and cultural competence through contextualized input. **Beatty (2013)** discussed how technology fosters learner autonomy and provides instant feedback. **Ahmad (2016)** explored mobile-assisted language learning (MALL), finding that smartphones support vocabulary acquisition and listening skills.

Ghavifekr and Rosdy (2015) found that successful ICT integration depends on teacher training and institutional support. Overall, literature indicates that technology strengthens English proficiency, increases motivation, and creates a flexible learning environment. However, challenges such as unequal access, lack of training, and dependence on devices must be addressed for sustainable results.

4. Objectives of the Study

- To identify teachers' and learners' perceptions, challenges, and attitudes toward the integration of technology in English language classrooms.
- To examine the impact of technological tools and digital resources on the effectiveness of English language teaching and learning.

5. Statement of the Problem

Despite the rapid advancement of technology and its growing role in education, many English language teachers and learners still struggle to effectively integrate digital tools into the teaching–learning process. While technology offers opportunities for interactive, learner-centered, and flexible instruction, challenges such as lack of training, inadequate infrastructure, and limited digital literacy often hinder its successful application. There is also a gap in understanding how various technological tools actually influence language acquisition, motivation, and classroom engagement. Therefore, it is essential to analyze the extent, effectiveness, and challenges of using technology in English language teaching and learning to enhance overall language proficiency and teaching outcomes.

6. Results and Discussion

Analysis of the literature and teaching practices reveals several outcomes, multimedia and gamified tools increase students' interest and participation, Online platforms facilitate interaction among learners globally,

enhancing speaking and writing proficiency, digital applications allow learners to practice language skills independently, Educators act as facilitators who guide and evaluate learning through technology, limited access to devices, poor internet connectivity, and lack of digital skills hinder full integration.

Role of the Respondent	Frequency	Per cent
Student	42	30.9
Teacher	52	38.2
Others	42	30.9
Total	136	100.0

Table 1: Frequency Distribution of Role of the Respondent

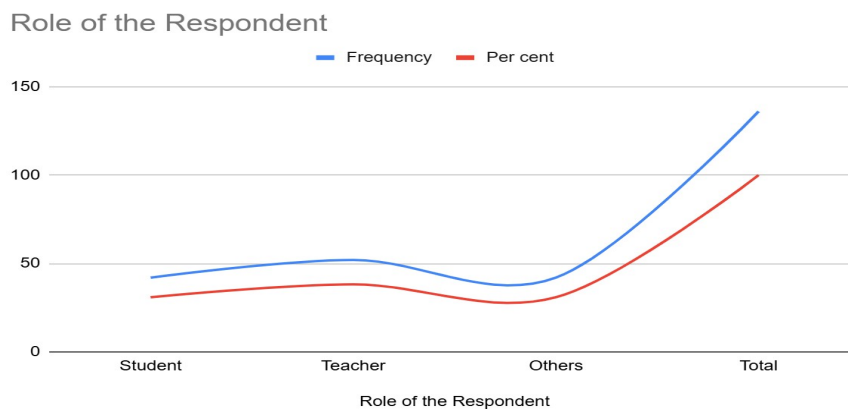


Figure 1

The data indicates that out of a total of 136 respondents, the largest group is teachers, representing 38.2% of the total sample. Students and others each constitute 30.9% of the respondents. This suggests that while teachers form the majority of participants, the responses are fairly balanced across all three categories, ensuring diverse perspectives from different roles within the study.

Level of English Proficiency	Frequency	Per cent
Beginner	20	14.7
Intermediate	52	38.2
Advanced	64	47.1
Total	136	100.0

Table 2: Frequency Distribution of Level of English Proficiency

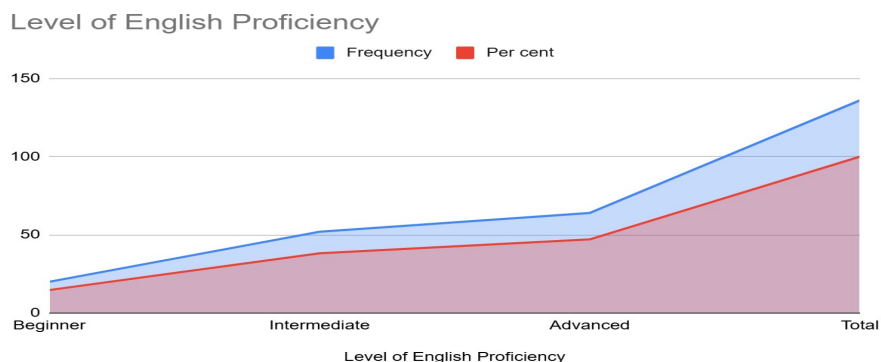


Figure 2

The data reveals that the majority of respondents (47.1%) possess an advanced level of English proficiency, indicating strong language skills among the participants. A significant portion (38.2%) are at the intermediate level, while a smaller group (14.7%) are beginners. This shows that most respondents have a good to excellent command of English, suggesting that the sample is predominantly composed of individuals with higher language proficiency.

Technology makes English learning more interesting and engaging	Frequency	Per cent
Strongly Disagree	20	30.9
Disagree	18	13.2
Neutral	22	14.7
Agree	34	16.2
Strongly Agree	42	25.0
Total	136	100.0

Table 3: Frequency Distribution of Technology makes English learning more interesting and engaging

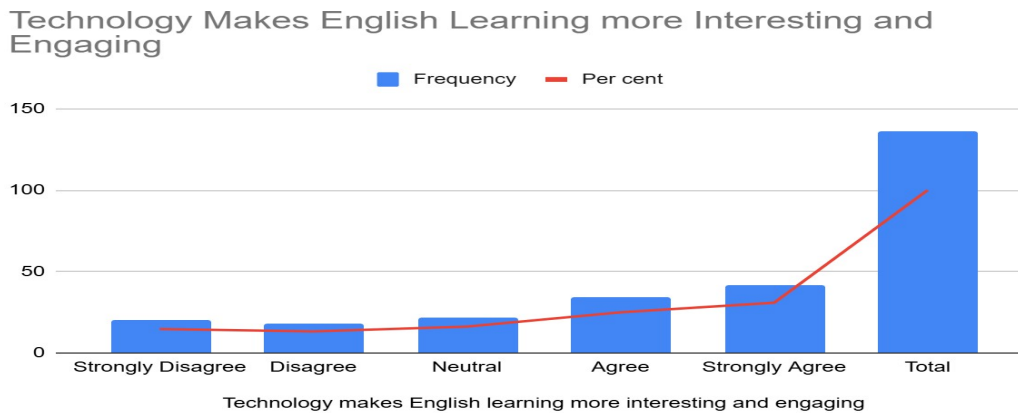


Figure 3

The data shows that a majority of respondents have a positive attitude toward the statement that technology makes English learning more interesting and engaging. Specifically, 41.2% (34 Agree + 42 Strongly Agree) of respondents support this view. Meanwhile, 30.9% strongly disagree and 13.2% disagree, indicating that a considerable portion still holds a negative perception. About 14.7% of respondents remain neutral. Overall, the findings suggest that while most participants recognize the positive impact of technology in enhancing interest and engagement in English learning, there is still a notable minority who are sceptical about its effectiveness.

Using technology helps improve your English language skills	Frequency	Per cent
Strongly Disagree	34	25.0
Disagree	22	16.2
Neutral	20	14.7
Agree	18	13.2
Strongly Agree	42	30.9
Total	136	100.0

Table 4: Frequency Distribution of Using technology helps improve your English language skills

The data indicates that the respondents hold mixed opinions about the role of technology in improving English language skills. A significant portion, 44.1% (42 Strongly Agree + 18 Agree), believe that using technology enhances their English proficiency. However, 41.2% (34 Strongly Disagree + 22 Disagree) do not share this view, reflecting skepticism or limit perceived benefits. Meanwhile, 14.7% of respondents remain neutral, neither

agreeing nor disagreeing. Overall, while a slightly larger group acknowledges the positive impact of technology on English learning, the responses suggest that experiences and attitudes toward its effectiveness vary considerably among participants.

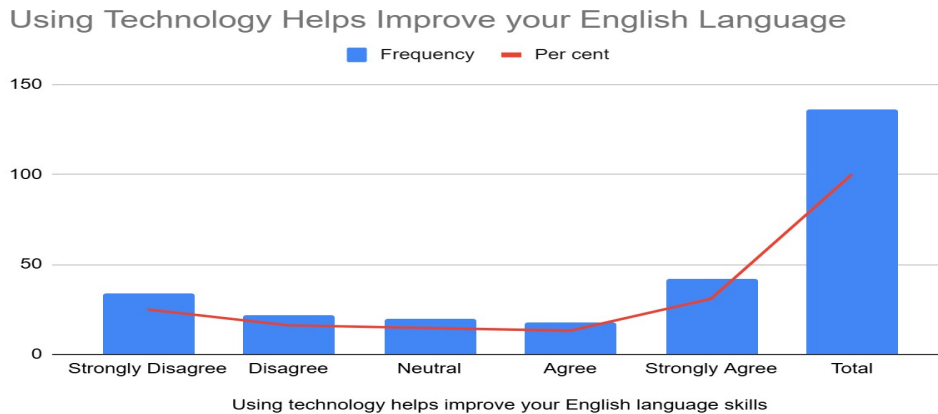


Figure 4

Technology increases opportunities for communication and collaboration in English	Frequency	Per cent
Strongly Disagree	18	13.2
Disagree	20	14.7
Neutral	22	16.2
Agree	34	25.0
Strongly Agree	42	30.9
Total	136	100.0

Table 5: Frequency Distribution of Technology increases opportunities for communication and collaboration in English

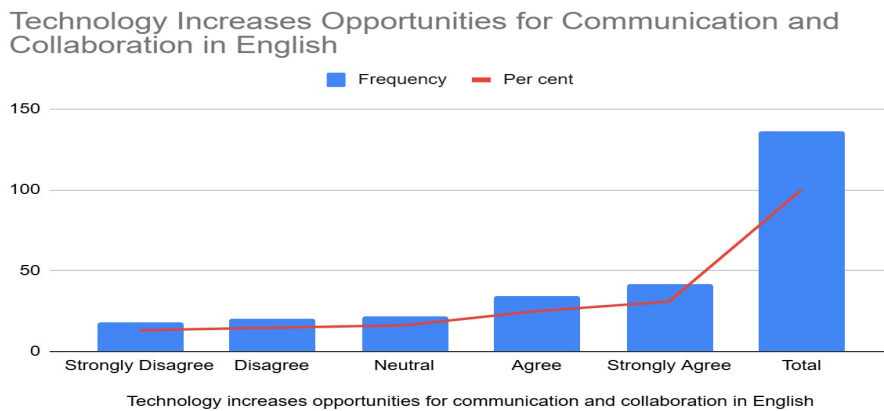


Figure 5

The data reveals that a majority of respondents believe technology enhances communication and collaboration in English learning. Specifically, 55.9% agree that technology increases opportunities for interaction and teamwork. In contrast, 27.9% hold opposing views, while 16.2% remain neutral. Overall, the findings suggest that most participants recognize the positive role of technology in facilitating greater communication and collaboration among English learners, indicating its effectiveness as a supportive tool in language learning environments.

7. Practical Implications

Teacher Training Continuous professional development programs should focus on integrating ICT in language teaching. Curriculum Design, incorporate digital literacy and online resources into language curricula, Infrastructure Educational institutions must provide access to reliable internet and devices. Blended Learning Combine traditional teaching with digital resources for flexible and inclusive instruction. Assessment Tools Use online quizzes, AI-based feedback, and e-portfolios for continuous evaluation.

8. Conclusion

Technology has become an indispensable component of English Language Teaching and Learning. It enhances learners' motivation, collaboration, and independence while enabling teachers to adopt innovative pedagogical methods. The integration of digital tools encourages active participation and fosters global communication skills. However, the success of technology-driven ELT depends on equitable access, teacher training, and the careful blending of traditional and modern approaches. In conclusion, technology is not a replacement for teachers but a supportive instrument that enriches language learning. When used strategically, it bridges cultural and linguistic gaps, making English education more interactive, effective, and accessible in the digital age.

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Conflict of Interest: The author declares “No conflict of interest”.