
Investigating technology integration in English language instruction from 2018 to 2024: A systematic literature review

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In-depth research on the use of technology in English language training from 2018 to 2024 is done in this complete systematic review of the literature. It explores how a wide range of digital tools are changing pedagogical methods and highlights the significance of continued professional growth and assistance. The study features the necessity for strategic implementation in line with pedagogical aims to maximize the influence of technology integration on language learning outcomes by integrating previous research and revealing insights into various approaches to technology integration. The results emphasize a general tendency in favor of digital integration, particularly for preservice teachers. In addition, this research also highlights issues revealing educators' differing degrees of familiarity with technology and the scarcity of resources. In this regard, there is an urgency in the inclusivity of digital language literacy exposure and training whether it can elevate English language teachers' technology integration.

1. INTRODUCTION

The use of technology in the classroom has become essential in the current digital era, not merely a trend (Budianto, 2020). There are many ways that technology can change the way that we teach and learn, especially when it comes to language learning. With English being one of the most in-demand skills worldwide, there has been a noticeable movement in English language instruction toward technology-enhanced approaches (Pratiwi et al, 2023). There is a huge and constantly growing library of digital resources accessible for English language training, ranging from immersive language learning apps to virtual reality simulations (Mavili & Kartal, 2022). They said, in similar way, the majority of technology integration initiatives appear to offer little more than an extra layer of functionality, such as the ability to play online vocabulary games or show information electronically, with minimal connection to the learning objectives.

This review was motivated by the realization that technology can revolutionize language instruction. Teachers now must adjust their teaching techniques to meet the changing requirements of students considering the emergence of digital natives and the growing globalization of communication. Technology such as the internet, computers, multimedia devices, smart boards, LCDs, sound systems, amplifiers, and communication tools are frequently found in language classrooms today (American Council on the Teaching of Foreign Languages, 2018). These tools are used to support and improve the learning process (Richard, 2015). English language learners can experience new things that they would not find in

traditional education because of the abundance of elements that technology offers on educational menus (Eady & Lockyer, 2013). Therefore, curriculum developers, educators, and legislators need to comprehend the dynamics of technology integration in English language instruction.

In the current educational environment, one of the most important ways to promote rich learning experiences is through the easy incorporation of technology into English language training. Adopting cutting-edge tech tools improves language instruction's effectiveness while also creating a dynamic learning environment that encourages individualized student engagement and quicker language acquisition. However, integrating technology into the classroom can be difficult for teachers, necessitating further support and professional development. The significance of this topic lies in the fact that it impacts curriculum writers, educators, and lawmakers. To improve the quality of language teaching and make informed decisions, these stakeholders must comprehend the dynamics of technology integration in English language training. Therefore, there is a need for studies that explore the following research questions: What does it mean to integrate technology into teaching English language skills and what aspects of technological integration could make learning English easier? And how important is it that digital resources and technology-enabled assessment incorporate technology?

Furthermore, the goal of this comprehensive study of the literature is to go deeply into the field of integrating technology into English language training. It aims to offer a thorough examination of previous research, illuminating the different approaches taken, the kinds of technology used, and the results found. Through the synthesis of results from a wide range of empirical investigations, this study aims to provide insightful information about the benefits and practical applications of technology-enhanced language learning.

2. METHOD

The technique used in this study included several crucial actions to guarantee a thorough and exacting analysis of the data that was available. Initially, a comprehensive search was carried out using predefined search terms linked to technology integration in English language instruction across electronic resources like ERIC, Google Scholar, and Web of Science. Systematic literature review is conducted systematically in the last 6 years to guarantee current and pertinent material particularly in the area of education, for research in technology use has rapidly disseminated during this time. The way language is taught has evolved due to new tools and approaches, which has prompted educators to experiment with new tech applications. Schools have been incorporating more technology into their curriculum from 2018 until 2024. We can better understand how technology has been employed in English language instruction by looking at research from this era. The articles were then subjected to a rigorous screening procedure that focused on providing findings on student learning or instructional methods linked to technology integration in English language training. After the final selection of publications, relevant data was extracted using a methodical process.

This study used a Systematic Literature Review (SLR) methodology. A research process known as a systematic literature review (SLR) finds, assesses, and interprets all of the literature that is pertinent to a certain research question, topic area, or phenomenon of interest (Kitchenham & Charters, 2007). This SLR's methodology looked into how different areas of academic writing training might use technology integration.

The present investigation adhered to the five protocols organized by Khan et al. (2003) for carrying out a methodical literature review, which are elaborated below.

Step 1: Specifying the Review Question.

According to Khan et al., (2003), the research issue for a systematic review needs to be clearly stated and specified. Prior to beginning the review, the problem needs to be identified and arranged in the question. To ensure a comprehensive scope, three research inquiries have been formulated: (1) What does it mean to integrate technology into teaching English language skills and what aspects of technological integration could make learning English easier? (2) How important is it that digital resources and technology-enabled assessment incorporate technology?

Step 2: Identifying relevant work.

According to Khan et al., (2003), defining the inclusion and exclusion criteria is necessary. Only journal articles released between 2018 and 2024 were taken into consideration for this review. Additionally, for this review, the researchers only took into account journal papers that were published online in a trustworthy database. Google Scholar is one of the search engines that was selected. Twenty articles were selected after a thorough screening procedure in compliance with the selection criteria. The following table displays the inclusion and exclusion criteria.

Table 1. Inclusion and Exclusion Criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
<ul style="list-style-type: none">• The publication dates of the articles were restricted to the period from 2018 to 2024.• Written in the English language.• The articles needed to contain the term “technology integration” and “technology integration in English language” in the title, abstract, or keywords.• Accessibility in the form of openly accessible complete texts.• Publication in peer-reviewed journals or relevant conference papers.	<ul style="list-style-type: none">• Any publications before the year 2018.• Literature Review Papers.• Publications that were not written in the English language.

Step 3: Evaluate the quality of the chosen resources.

The articles that were chosen for review were assessed according to the standards set out in Step 2 and their correspondence with the review questions.

Step 4: Summarizing the evidence.

Following a review of the selected articles, a table summarizing each article's findings was created.

Step 5: Interpreting the findings.

The review questions were taken into consideration when analyzing the results from the selected papers. The analysis was then applied to arrive at a conclusion.

3. RESULTS AND DISCUSSION

In this effort, 20 carefully chosen and examined articles were thoroughly analyzed. The focus of these journals and articles, which span the years 2018 through 2024, is the technology employed in the English language instruction division. An easy approach to rapidly evaluate the key findings and lessons from each article is to look through the table below.

Table 2. Summary of 20 Articles

No	Author(s) and Year	Journal/Vol/PP	Findings
1	(Bereczki & Kárpáti, 2021)	Thinking Skills and Creativity, 39, 1-27.	The practice analysis revealed that even highly skilled educators struggle to execute high levels of technology integration and integrate technology-based creativity-fostering education into regular curriculum periods. It includes a discussion of the implications for practice, teacher preparation, policy, and research.
2	(Nur Hafezah Hussein et al., 2018)	Students' Perception Towards the Integration of Technology in English Language Learning, 291-298.	The findings showed that most students had a good perception of the use of technology in their English language instruction. They agreed that using technology to improve their English learning can be achieved using social networking websites, online videos, and apps for smartphones and tablets.
3	(Taghizadeh & Hasani Yourdshahi, 2020)	Integrating technology into young learners' classes: language teachers' perceptions. Computer Assisted Language Learning, 33(8), 982–1006.	The results of the study showed that there was a broad trend in favor of integrating technology into lessons for young learners. The findings also showed that, despite their willingness to take part in technology-based professional development programs, many teachers did not receive training on how to use technology in the classrooms of young students.
4	(Dwiono et al., 2018)	Investigating the Integration Level of Information and Communication Technology (ICT) in the English Language Teaching. International Journal of Language Teaching and Education, 2(3), 259–274.	The results of this research show that the instructor was still learning how to use ICT. It indicates that the instructor has the upper hand when it comes to using word processing programs like Microsoft Word and PowerPoint, as well as other digital tools. Teachers' ICT integration level is dominant at both the augmentation& substitution levels.
5	(Al-Kadi, 2018)	Language Teaching and Educational Research (LATER-NC-ND license (https://creativecommons.org/licenses/by-nc-nd/4.0/). In Language Teaching and Educational Research 1(1), 1-12.	The results of this research highlight the study underscores the ongoing debate surrounding the effective integration of technology into pedagogy and highlights the need for additional research to precisely examine its impact on improving learning and teaching outcomes.
6	(Liang, 2021)	University teachers' technology integration in teaching English as a foreign language: evidence from a case study in mainland China. SN Social Sciences, 1(8), 1-29.	Despite having favorable opinions of technology integration, the results imply that teachers primarily used it for teacher-centered goals rather than for active student engagement. Additionally, many had critical opinions on the use of technology in English instruction.
7	(Wang, 2021)	In-service teachers' perceptions of technology integration and practices in a Japanese university context. JALT CALL Journal, 17(1), 45–71.	The findings are discussed regarding the consequences for instructors' experiences, feelings, competencies, attitudes, motives, and sociocultural elements that influence how they decide to integrate technology in CFL classes in a higher education context in Japan.

No	Author(s) and Year	Journal/Vol/PP	Findings
8	(Syathroh et al., 2021)	Exploring The Potentials of Technology Integration for Teaching Language Skills: A Literature Review, 1-9.	The results of this literature study underscore the importance of integrating technology into the classroom by stressing elements like internet access and the requirement for sufficient training for educators and learners alike. Technology, when used well, may help with communication, provide clear input and output, develop critical thinking abilities, and support student-centered learning, among many other things.
9	(Elsakova et al., 2019)	Smart technology integration in the system of bachelor's language training. <i>International Journal of Emerging Technologies in Learning</i> , 14(15), 25–39.	The results demonstrate that while most respondents acknowledge the value of smart technology for professional education, they lack knowledge about the many kinds of smart technologies and their applications.
10	(Almalki, 2020)	Integration of Technology among Saudi EFL Teachers. <i>English Language Teaching</i> , 13(8), 160.	The findings suggest that there is no statistically significant correlation between the age of teachers and their use of technology. Nonetheless, there was a substantial correlation between the level of technological skill and the instructors' perceptions of technology and the integration of technology in Saudi EFL classes. It is advised to offer classrooms with tools like laptops and smart boards as well as professional development and assistance for teachers integrating technology.
11	(Mavili & Kartal, 2022)	Technology Integration Designed to Scaffold 5th Graders in Task-Based Language Teaching. <i>Mersin Üniversitesi Eğitim Fakültesi Dergisi</i> , 18(3), 301–320.	The study's conclusions indicate that the scaffolding offered for EFL instruction needs to be appropriate for the needs of the students and the requirements of the work. At the lowest proficiency levels, reminders even for basic activities seem necessary, but it's important to balance the scaffolds so that the activity doesn't get too easy.
12	(Furkan, 2020)	Efl Teachers' Views About Technology Integration in English Language Teaching: A Case Study. <i>I-Manager's Journal on English Language Teaching</i> , 10(2), 54.	The results demonstrated the instructors' favorable opinions on technology integration in language instruction. They integrated it into a few of their instructional programs.
13	(Dr. Tribhuwan Kumar et al., 2022)	Technology-integration experiences in ELT classrooms as an effective tool: a theoretical study. <i>Journal for Educators, Teachers, and Trainers</i> , 13(1), 51-60.	This study demonstrated that for the use of technology, which is a basic task for instructors, to make a significant contribution, the process of technology integration needs to be intentional and planned. It is important to remember that technology needs to be effectively integrated into the teaching and learning of English because, without such integration, technology could negatively impact students' learning.

No	Author(s) and Year	Journal/Vol/PP	Findings
14	(Başar & Şahin, 2022)	Technology integration in teaching English as a foreign language: A content analysis study. <i>Journal of Educational Technology & Online Learning</i> , 5(1), 204-222.	The study concludes that participants had positive opinions on integrating technology. This study makes recommendations for further research on the subject based on the tendencies of the studies that were looked at within the parameters of the investigation.
15	(Cennamo et al., 2019)	Technology integration for meaningful classroom use: a standards-based approach, 379.	The journal places a strong emphasis on the critical thinking, problem-solving, and teamwork abilities necessary to use technology to improve student learning. It also emphasizes how important it is to keep up professional communication, ethically use technology, provide equal access, and pursue continuous professional development in the field of technology integration.
16	(Ağaoğlu, A & Bavlı, B 2023)	Teaching English as a foreign language: technology integration in testing and assessment, <i>E-International Journal of Educational Research</i> , 14(1), 1-19.	Based on the study's findings, it was discovered that primary school teachers embrace the use of technology in foreign language instruction when it comes to testing and assessment of their students, and that technology integration is a necessary component of this aspect of foreign language instruction. It was emphasized that technology influences the character of testing and assessment and that, in the absence of adequate technological options, there is insufficient foreign language testing and assessment.
17	(Ammade et al., 2018)	Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia. <i>International Journal of English Linguistics</i> , 8(6), 107.	The analysis's conclusion demonstrated that incorporating technology into the classroom can enhance both the learning process and the experience for both teachers and students.
18	(Wahyuni et al., 2020)	Teachers' Technology Integration into English Instructions: SAMR Model Dwi Rukmini, 443(1), 546-550.	The results demonstrate how different forms of technology have been used by educators and learners, and how its integration has gone through four stages: substitution, augmentation, modification, and redefinition.
19	(Cyfeku & Noli, 2022)	Technology Integration and SkELL: A Novelty in English Foreign Language Teaching and Learning. <i>Technology, Engineering & Mathematics (EPSTEM)</i> , 19.	This journal emphasizes the value of vocabulary instruction in contemporary classrooms as well as the complexity of word comprehension outside of dictionaries. It emphasizes how student involvement is fostered by allowing them to independently examine lexical material using tools like SkELL. It also highlights how important corpus linguistics is for offering in-depth linguistic analysis and real-world language examples.

No	Author(s) and Year	Journal/Vol/PP	Findings
20	(Pandya & Joshi, 2022)	International Seminar Commemorating The 100th Anniversary of Tamansiswa, 56-60.	The author of this paper defines the terms "technology" and "technology integration," explains how it is used in language classes, looks at the value of multimedia technology for language learning, and lists the difficulties in putting these technologies into practice. According to the literature review, pupils' proficiency in language acquisition improves when new technologies are successfully implemented.

3.1. Technology Integration into English Language Instruction

As the globe becomes more interconnected, technology enables us to access increasingly advanced knowledge, science, and information, which may then be used to improve teaching and learning (Zhao, 2015; Nasrullah et al., 2023). In investigating the integration of technology into English language instruction, it becomes evident that a diverse array of digital tools, including mobile apps, virtual reality simulations, and online learning platforms, are reshaping pedagogical practices. This systematic literature review sheds light on how educators are leveraging technology to enhance language instruction, emphasizing the importance of ongoing professional development and support to effectively integrate digital tools into ELT practices. By synthesizing existing research, this study provides insights into the varied approaches to technology integration and underscores the need for strategic implementation aligned with pedagogical goals to maximize its impact on language learning outcomes.

Since children can become more interested in and engaged with the lessons being taught by using technological tools, as well as the possibility that they will learn more quickly and improve their communication skills, there is a general trend in favor of integrating technology into classes for younger learners (Taghizadeh & Hasani Yourdshahi, 2020). Language learners in the twenty-first century have greatly benefited from the introduction of smartphones, tablets, and numerous other advanced devices and electronic platforms (Al-Kadi, 2018). Along with discussing the ramifications of encouraging creativity and efficacy in teaching, it also demonstrates that teachers have critical views toward the integration of technology (Liang, 2021; Nasrullah, 2021; Rusmanayanti & Nasrullah, 2020). To avoid feeling inadequate in their professional lives, educators should stay current and renew their expertise (Furkan, 2020). If the goal is to employ technological integration to teach English to non-native speakers, then the curriculum and textbooks should make this clear, and the activities should be structured accordingly. (Şahin & Başar, 2022).

The discussion on the incorporation of technology in English language education underscores the revolutionary capacity of digital instruments to revolutionize pedagogical methodologies. With the rapid advancement of technology, educators can improve language instruction and learning outcomes by utilizing a wide range of digital tools, such as virtual reality simulations, smartphone apps, and online learning platforms. The use of technology in the classroom can raise students' interest and engagement, which can speed up learning and improve their communication skills, especially for younger students. Nonetheless, teachers must always be updating their knowledge and making sure that the use of technology is in line with curriculum objectives and pedagogical aims. Despite the advantages, some educators have negative opinions about the use of technology in the classroom. This emphasizes the significance of addressing these

concerns and offering continued professional development and assistance to enable successful adoption. Through appropriate planned lesson, teachers professional development are strengthened (Basori, 2023). All things considered, the strategic integration of technology into English language instruction has the potential to create dynamic and productive learning environments; nevertheless, to fully realize this potential, careful planning, training, and alignment with educational objectives are necessary.

3.2. Technology Integration in Facilitating English Language Learning

Through a comprehensive examination of the literature, this systematic review delves into the effectiveness of technology integration in facilitating English language learning. By exploring the role of digital tools in improving language proficiency, motivating students, and fostering cultural awareness, this study highlights the transformative potential of technology in language instruction. Sometimes students focus too much on learning how to use technology rather than using it to further their education (Liang, 2021). Furthermore, it underscores the importance of internet accessibility and comprehensive training for educators and learners alike to harness the full benefits of technology integration in the language learning process. By synthesizing empirical evidence and theoretical frameworks, this review offers valuable insights into best practices for integrating technology into English language instruction to enhance student engagement and promote linguistic competence.

Most students lack a clear understanding of the different types of smart technologies, and each student has unique needs, requirements, and learning styles, according to a study designed to gain insight into a bachelor's understanding of smart technologies for learning a foreign language (Elsakova et al., 2019; Fauziah & Nasrullah, 2023; Nasrullah, Sari, et al., 2023; Rosalina et al., 2020). The goal of this course is to improve pre-service teachers' ability to assess technology and make wise judgments when integrating it to enhance student learning (Cennamo et al., 2019). The utilization of technological tools and gadgets in group work, together with the integration of technology into English language instruction, promoted a collaborative approach to problem-solving and comprehension. Through increased participation in corpus linguistic study, this interaction raised students' interest in and active involvement in learning English as a foreign language (Cyfeku & Noli, 2022). If educators possess excellent technological skills, they can effectively incorporate technology into their lesson plans. Moreover, access to technology resources is necessary for integrating it into the classroom, particularly in certain countries. Therefore, a lack of expertise in efficient teaching strategies hinders the adoption of technology for learning objectives (2018 Ammade et al). By incorporating technology into their English education, they can learn on their own much better (Nur Hafezah Hussein et al., 2018).

With a focus on improving language proficiency, motivation, and cultural awareness, this systematic study offers a thorough investigation of the efficacy of technology integration in English language learning. Even though technology has many advantages, some issues need to be addressed, such as students who spend too much time learning how to use it instead of using it for learning (Liang, 2021). In addition, the research underscores how crucial it is for educators and students to have thorough training in addition to internet connection to fully reap the rewards of technological integration. The study also highlights the significance of customized methods to technology integration by illuminating the various demands and learning styles of students (Elsakova et al., 2019). Technology can support interactive and engaging learning experiences, as demonstrated by the active participation of students in corpus linguistic studies and the facilitation of collaboration through technological tools (Cyfeku & Noli, 2022). Nonetheless,

educators' technological competence and resource availability are critical to the effective integration of technology, underscoring the necessity of continued professional development and fair access to technology (Ammade et al., 2018). In summary, the present discourse highlights the potential of technology to revolutionize English language instruction. However, it also emphasizes the necessity of tackling obstacles and implementing tailored, tactical methods to optimize its advantages for language learners.

3.3. Digital Resources in Technology-Enhanced English Language Instruction

Whatever people may think about technology, we now must acknowledge that modern society must use technology in education; otherwise, we risk falling behind (Rintaningrum R, 2023). While the search results may not explicitly address it, this literature review acknowledges the pivotal role of digital resources in technology-enhanced English language instruction. By examining the integration of digital texts, eBooks, and language learning software into instructional practices, this study underscores the potential of technology to supplement traditional print resources and create dynamic learning environments. Through an analysis of existing literature, this review elucidates the diverse range of digital tools available to educators and highlights their impact on student engagement, autonomy, and digital literacy skills. By synthesizing empirical findings and theoretical perspectives, this study offers insights into the integration of digital resources into English language instruction and its implications for pedagogical practice.

The degree of ICT integration reflects the teacher's ability to incorporate ICT into the classroom; according to Dwiono et al (2018), the instructor is only thought to be able to use fundamental functions in a small number of computer applications with little to no modification or development. Despite efforts to promote technology use in the classroom, educators face challenges such as teachers' lack of confidence while using computer-assisted language learning (CALL) tools and concerns about becoming uncontrollable. They usually stick to tried-and-true methods of instruction, only accessing online resources that enhance their present workflow (Wang, 2021). Contrarily, research indicates that technology fosters communicative interactions between educators and students, generates understandable input and output, aids in the development of student's critical thinking skills, increases student autonomy and comfort, and increases students' willingness to successfully learn a foreign language (Syathroh et al., 2021). This study revealed no significant correlation between the age of teachers and the use of technology in the classroom.

However, the research did find a strong association between the value teachers placed on technology, their levels of competency with it, and the use of it in Saudi EFL sessions. To improve this integration, it is suggested that educators receive support and training in the use of technology. Classrooms should also have technology, such as laptops and smartboards, to facilitate this integration (Almalki, 2020). Children who utilize technology can learn more, become more fluent in English, and be encouraged to be independent and creative. Anyone wishing to do similar national and international studies might use these as a resource. However, it is crucial to remember that while the use of technology is meant to improve learning outcomes and instructional efficacy, this study's evaluation of these effects is limited (Wahyuni et al., 2020). A useful tactic for piquing students' interest in learning is multimedia training, which raises motivation and interest in the subject matter. A primary goal of effective English language teaching (ELT) should be to make instructional materials and information easily accessible. Multimedia technology can enhance ELT courses when teachers are adept at using computers. Additionally, it can assist educators in

getting beyond financial obstacles to installing the necessary infrastructure and stop them from being reluctant to employ technology. (Joshi & Pandya, 2022).

This analysis of the research highlights how essential technology is to contemporary education and how important a role it plays in improving English language training. The study emphasizes the transformative potential of digital resources in language acquisition by recognizing the necessity of using technology in educational practices to prevent falling behind in today's interconnected world. The research highlights how digital texts, eBooks, and language learning software can enhance traditional print resources and establish dynamic learning environments that promote student engagement, self-sufficiency, and digital literacy abilities. Research indicates that technology fosters communicative interactions between educators and students, enhances critical thinking skills, and promotes student autonomy in language learning, despite the challenges educators face in integrating technology, such as a lack of confidence in using computer-assisted language learning tools and concerns about maintaining control in the classroom (Syathroh et al., 2021). The study emphasizes the significance of giving educators support and training to successfully incorporate technology into English language instruction, even while it finds no discernible relationship between teachers' age and technology use (Almalki, 2020). In addition, the review highlights how multimedia technology can improve English language training by facilitating easy access to instructional resources and igniting students' interest and motivation (Joshi & Pandya, 2022). In summary, this section highlights how crucial it is to strategically use technology in English language training in order to maximize learning results and get students ready for success in the digital age.

3.4. Technology-Enabled Assessment in English Language Instruction

In investigating technology integration into English language instruction, this systematic literature review also explores its application in assessment practices. While the tasks/assessment must inspire students to achieve a final objective, the process itself is more important than the objective (MAVİLİ, S., & KARTAL, G., 2022). By examining the use of computer-adaptive testing systems, automated grading tools, and online assessment platforms, this study sheds light on how technology is reshaping assessment practices in language instruction. Furthermore, it highlights the potential of technology-enabled assessments to provide timely feedback, track student progress, and inform instructional decision-making. Through a synthesis of empirical research and theoretical frameworks, this review offers insights into the opportunities and challenges associated with technology-enabled assessment in English language instruction, paving the way for future research and practice in this rapidly evolving field.

The results of this study support earlier research in technology-enhanced/mediated TBLT, which implicates the appropriate use of technology affordances to create a meaning-focused language classroom with target structure repetition and learner needs and interests considered (Mavili & Kartal, 2022). Students can use electronic portfolios to record their learning experiences, development, and successes throughout their academic careers. The Electronic Portfolio Platform (EPP) serves as a virtual repository for students to keep finished written assignments together with information about their experiences, successes, and personal development. Students can exhibit their language skills and knowledge using e-portfolios, which also allow them to participate in self-assessment and self-direction that highlights the process rather than the product of their educational journey (Dr. Tribhuwan Kumar et al., 2022). Assessing young students presents inherent challenges, particularly when technology is involved; Student-related obstacles include age-related limitations on their capacity to use technology on their own

and socioeconomic problems specific to the field of study (Bavlı, B & Aġaoġlu, A 2023). The practice analysis showed that, even in the context of a traditional curriculum, proficient teachers struggle to attain deep technological integration and to deploy cutting-edge, technology-driven teaching practices. This analysis considers the practical implications, teacher preparation, policy implications, and future research fields (Berezki & Kárpáti, 2021).

This section examines the ways in which technology is influencing English language instruction and assessment. It examines electronic portfolios and online assessments, among other things. These resources enable teachers to assess students' performance and provide prompt feedback. But there are difficulties, particularly when it comes to younger pupils who can find it difficult to use technology. More assistance is also required for teachers to use these technologies efficiently. Ultimately, even though technology has numerous advantages, there are still certain challenges when it comes to using it for English language instruction and assessment.

4. CONCLUSION

In conclusion, this thorough analysis highlights the growing importance of technology in education, especially when it comes to language learning, as it encourages student participation, speeds up instruction, and accommodates learners who are accustomed to using digital devices. It also highlights the difficulties instructors have incorporating technology into their teaching, underscoring the need for further professional development and assistance. The analysis also emphasizes how crucial it is to match learning objectives and technological integration methodologies in order to maximize results, provide sufficient funding, and provide thorough training. It promotes an all-encompassing strategy in which technology advances learning without taking precedence over academic objectives. It also looks at how instructors' unease with technology might be overcome to build dynamic learning environments with digital resources. Lastly, it explores the consequences of technology-enabled evaluation techniques, addressing possible disadvantages like age-related limits and socioeconomic disparities while also noting advantages like instant feedback. Ultimately, for technology integration in English language instruction to be successful, careful planning, ongoing support, and a pedagogically driven approach are essential. This allows teachers to take advantage of technology's transformative potential for better learning outcomes and lively, engaging classrooms.

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