JURNAL WISTARA
Jurnal Pendidikan, Bahasa dan Sastra

e-ISSN 2722-3159
p-ISSN 2615-7810
Volume 6, Nomor 2, November 2025
Hlm. 158-170

https://journal.unpas.ac.id/index.php/wistara

Exploring the Positive Impacts of Technology-Enhanced Instruction on Student English Language Learning: A Systematic Literature Review

Zidni Khofifah Tazkia
UIN Walisongo Semarang
2203046119@student.walisongo.ac.id
Corresponding author: 2203046119@student.walisongo.ac.

Diserahkan: 18 Desember 2024 Diterima: 18 November 2025 Diterbitkan: 30 November 2025

Abstract

This systematic literature review analyzes the use of technology in adopting teaching English language to secondary school learners in a critical way using 16 relevant peer-reviewed studies published between 2010 and 2024. By using the PRISMA framework, the authors describe how technological tools including Artificial Intelligence (AI), Virtual Reality (VR), multimedia applications, and game-based learning platforms contribute positively to the learning process of students as far as behavioral, cognitive and affective domains are concerned. Resources like the ChatGPT service, YouTube and Kahoot show the need for developing interactivity, increasing learning engagement and promoting learner independence through cooperation. Despite these advancements, the review also underscores persistent challenges, including infrastructural deficits, insufficient teacher training, and inequitable access to technology, particularly in under-resourced regions. These restrictions have become barriers to the integration and optimum application of technology in English language teaching (ELT). The synthesis ends by pointing out some of the shortcomings in extant research, especially the moderate emphasis placed on understanding how learner characteristics and socio-economic environments moderate the effects of technology-supported pedagogy. The overall conclusions are intended to inform instructional and policy decision-making for educators, policymakers, and researchers to improve technology-based instruction and foster inclusive and sustainable processes to support the teaching of English as a foreign language.

Keywords: *Technology integration, positive impacts, English language learning, secondary school.*

Abstrak

Tinjauan literatur sistematis ini menganalisis penggunaan teknologi dalam penerapan pengajaran bahasa Inggris kepada peserta didik sekolah menengah secara kritis dengan menggunakan 16 studi relevan yang telah ditinjau sejawat dan diterbitkan antara tahun 2010 hingga 2024. Dengan menggunakan kerangka PRISMA, para penulis mendeskripsikan bagaimana alat-alat teknologi, termasuk Kecerdasan Buatan (AI), Virtual Reality (VR), aplikasi multimedia, dan platform pembelajaran berbasis gim, memberikan kontribusi positif terhadap proses belajar siswa dalam domain perilaku, kognitif, dan afektif. Sumber daya seperti layanan ChatGPT, YouTube, dan Kahoot menunjukkan perlunya pengembangan interaktivitas, peningkatan keterlibatan belajar, dan promosi kemandirian peserta didik melalui kerja sama. Meskipun terdapat kemajuan tersebut, tinjauan ini juga menyoroti tantangan yang masih berlanjut, termasuk keterbatasan infrastruktur, kurangnya pelatihan guru, dan akses teknologi yang tidak merata, khususnya di wilayah yang minim sumber daya. Pembatasan-pembatasan ini menjadi hambatan bagi integrasi dan penerapan teknologi secara optimal dalam pengajaran bahasa Inggris (ELT). Sintesis ini diakhiri dengan menunjukkan beberapa kekurangan dalam penelitian yang ada, terutama kurangnya penekanan pada pemahaman mengenai bagaimana karakteristik peserta didik dan lingkungan sosial-ekonomi memoderasi efek pedagogi berbasis teknologi. Kesimpulan keseluruhan ditujukan untuk memberikan masukan bagi pengambilan keputusan instruksional dan kebijakan bagi pendidik, pembuat kebijakan, dan peneliti guna meningkatkan pengajaran berbasis teknologi dan mendorong proses yang inklusif serta berkelanjutan dalam mendukung pengajaran bahasa Inggris sebagai bahasa asing.

Kata Kunci: Integrasi teknologi, dampak positif, pembelajaran bahasa Inggris, sekolah menengah.

INTRODUCTION

The use of technology in learning secondary English language has evolved into a significant research focus area, which has underscored the value of advancing human resource in technology as a standout approach to creating student engagement, improving the student's language ability and enhancing the new generation teaching practices. Previous research continues to emphasize the pedagogical advantages of using technology in teaching which may entail stimuli such as multimedia, gaming applications, AI and VR. Research has indicated that YouTube and Duolingo enhances interactivity and encourages learners to engage in meaningful real-world and real-time communication to enhance fluency, (Dou & Huang, 2024; Javier & Moorhouse, 2024; Toleuzhan et al., 2023). Likewise, for skills development, AI tools, including VR learning simulations, create custom, real-life interaction paradigms that are even more effective for increasing engagement and performance confidence (Rengur et al., 2024). These tools also foster group work, cooperation and improvement of peer relations (Thi & Ha, 2021). Further, digital techniques promote learners' control and motivation since the latter can become responsible for their learning process (Ahmadi, 2018). Such advancements offer engagement, cooperation and more effective skills, that enhances the learning of languages for secondary school learners (Sharma, 2024).

Despite the progress made in the last decade, there are still problems that prevent not only the widespread use of technology in ELT but also make the application of technology less effective. Scholars established that challenges include limited access to instructional infrastructure, insufficient teachers' professional development, and unequal distribution of technology tools (Edgar R. Eslit, 2023; Ndahayo & Ndayambaje, 2024). Perceptions of dispositional nature and digital competency also matter the most here, as many teachers admitted that they have difficulty in moving to the pedagogy that is incorporating technology due to general lack of support and professional development opportunities (Gisbert Cervera & Caena, 2022; Hartman et al., 2019). Moreover, differences as to who gets to use or have access to such technologies are sure to maintain educational disparities owing to inadequate and restricted utilization of the internet, as well as minimum funding on technology particularly in less developed regions of the globe (Edgar R. Eslit, 2023; Rengur et al., 2024). Other supporting arguments communicate that current technological frameworks do not answer the need of proper communicative and adaptive language training, which continues to hinder the advancement of large-scale practice (Ndahayo & Ndayambaje, 2024). Still, the excessive use of teacher-centered strategies is evident as far as technology is employed, thus not allowing the top potential of such tools in re-designing learning environments (Kuru Gönen, 2019).

Although prior research offers some indication of the benefits resulting from teachers' proper integration of technologies into the classroom, a striking lacuna emerges from the lack of research on the varied quality and type of technology integration affecting learners with multiple characteristics and across different educational contexts. Research has mainly centered on overall effects, while failing to adequately consider how more detailed innovations interact with the broader context and engendered student engagement effects to a large extent (Consoli et al., 2024). For example, whereas some findings emphasize the enabling effect of technology on learners' behavioral and cognitive involvement, others show that its deployment results in broader achievement disparities across students with different socio-economic status, language, and resource capability (Liu & Mantuhac, 2024; Sharma, 2024). This lack of delicate investigation

impedes way toward the setting of effective practices which can enhance the technologies for students of all categories.

This systematic review study is anchored on the PRISMA guidance to analyze the impact of technology integrated instructions on students' learning engagement in English among secondary school learners. Employing seventeen comparatively recent and high-quality studies, this paper seeks to provide a systematic review of the current research findings, insights into the existing literature, and practical recommendations for enhancing the design, implementation and distribution of technology-enhanced learning practices. In reversing the existing research trends which explored how technologies engage and/or disengage specific students from learning or particular lessons, this study aims to fill the gap in an attempt to help researchers, teachers, and administrators to understand how the technology impacts students differently so that they can develop strategies that can enhance the use of technology in teaching English, thus promoting growth in both instructional improvement and equal education.

METHOD

Identifying Research Settings or Boundaries

In response to the research question, "How does technology-enhanced instruction affect students' learning engagement in English as captured in the literature?" The given scope relates only to the secondary education placing emphasis on both technological tools and technological methods and the degree to which they affect student involvement from the behavioral, cognitive and affective points of view. Integrating the research in various published studies, the review aims at determining proven practices, issues, and contextual factors that affect the effectiveness of technology integration in the teaching of English.

Participation and Exclusion Rates

The manuscript review criteria used in this review are inclusive and exclusive to the identify objectives of the review. Only the papers about technology integration and its positive impacts in English language learning at secondary school that published in scientific journals, and the proceedings of well-reputed conferences, are to be included; the target audience in the selected works has to be the secondary school students; the technology has to be used for enhancing engagement and learning of English as a foreign language. For the purpose of the present review, only articles published in English during 2010 to 2024, employing quantitative, qualitative, or mixed methods with empirical evidence included. Exclusion criteria to exclude any study that does not relate to learning English language, does not focus on secondary education levels, non-empirical research and those written in other language other than English. This stringent criterion helps in identifying only those studies that meet the need of the study objectives closely.

Identifying Data Sources

Since the review aims to compile a wide range of research papers from various sources, the secondary sources also to use web-based academic database like Scopus, Web of Science, ERIC, and Google Scholar. These platforms allow the user to access items such as peer-reviewed journal articles, theses or proceeding of conferences. Moreover, reports and institutional studies reported in reputed institutions be used to get all sides of the perceive. When using academic and gray literature, the authors can address the issue in question comprehensively.

Formulating a Search Strategy

Such filters as Boolean operators and keywords are used to find the relevant studies to the identified research question. Some of the search terms involve; "Technology integration" and "student engagement" and "English language learning" and "secondary school" and relevant related terms such as "educational technology" and "digital learning" and "EFL engagement." Such an approach enables an effective and exhaustive identification of literature since it is systematized. Additional options include time range and language in addition to selecting documents such as articles or press releases.

Data Extraction

A format for the extraction of key data developed and applied systematically to the selected studies. It includes matters like the author of the study., year of the study, the title and place where the study was done, the aims and objectives of the study, the methods applied and characteristics of the study samples. Further, the technology used, methods of student involvement and interaction, and main results also be reported. It means that all the information is collected uniformly throughout the given studies and researches, thanks to the extraction process.

Data Synthesis and Analysis

The synthesis of data collection used descriptive synthesis and Accurate thematic analysis to present and analyze the findings effectively. In the initial step of qualitative data analysis, descriptive synthesis summarized the studies included in the present investigation, and in the second step, the thematic synthesis helped to examine the patterns and the existing gaps in the existing literature. The type of intervention used; the population targeted as well as the comparison group that was used in each study also be compared. Collectively, these approaches provide a focus for identifying the emerging trends, best practices and issues relating to technology-facilitated pedagogy for junior high-level English as a foreign language acquisition.

Reporting Results

The results presented in a tabular form; the table highlighting the type of technology enhanced instruction and the level of students' engagement explored in reviewed papers. Day to Day contextual factors concerning effectiveness examined together with the existing research gap and practice prediction. This empirical study will be useful for educators, policy makers, and researchers interested in the way technology can enhance language learning.

Keywords

The research carried out based on the following specific keywords: integration of technology, students' experiences, English as foreign language learning, and secondary education. During the search process, other phrases like educational technology, digital tools, EFL teaching, technology enhanced instruction, and digital learning environments guarantee broader results in the search.

It is believed that by employing such a structured PRISMA based screening system, the current review will also offer an adequate methodology for synthesis of the given literature and will yield insights about the effects of technology infused instruction in secondary English language learning.

RESULTS AND DISCUSSION

A clear appreciation of the characteristics of the studies reviewed in this paper requires a breakdown of the attributes of the findings. Table 1 below summarizes key attributes of the journal, author, publication year and the methodology used in each of the chosen studies. This table encapsulates the diversity in research approaches, Thus, there is a need to ensure an in-depth evaluation of the role of technological integration is making English language learning at the secondary school enhanced. The incorporation of mixed-methods, observational studies and experimental designs depicts the serious scholarly attempt to investigate technology's effect on behavior, cognition, and emotion of the learning students.

Table 1. Journal Identity

No	Author(s) & year	Journal	Method
1.	Javier, Darren Rey C. Moorhouse, Benjamin Luke (2024)	Developing Secondary School English Language Learners' Productive and Critical Use of ChatGPT.	(Javier & Moorhouse, 2024) used a four-lesson I-D-E-A framework with surveys and reflective practices to assess how ChatGPT improved students' critical thinking and digital literacy.
2.	Toleuzhan, Akbota Sarzhanova, Galiya Romanenko,Svetlana Uteubayeva, Elmira Karbozova, Gulnara (2023)	The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education	(Toleuzhan et al., 2023) Employed a mixed-methods approach with questionnaires to evaluate YouTube's role in enhancing vocabulary and fluency, focusing on content types that motivated students.
3.	Pham, Thi Chuong (2022)	Effects of Using Technology to Engage Students in Learning English at a Secondary school	(Pham, 2022a) conducted a mixed-methods study using questionnaires and interviews to explore technology's impact on engagement and participation in Vietnamese English classes.
4.	Dou, Anqi Huang, Cheng (2024)	Integrating Smart Technology into English Language Curriculum Enhancing Student	(Dou & Huang, 2024) likely employed an experimental or observational approach to evaluate how Virtual Reality and gamified

		Engagement and Learning Outcomes	tools personalized learning and boosted confidence.
5.	Rengur, Zul Aini Kumala, Shofa Aulia Fajrin, Maghfiroh (2024)	English Language Learning Strategies Integrated with Technology to Improve the Learning Outcomes of Junior High School Students in Palu City	(Rengur et al., 2024) likely used a quasi-experimental design to study how blended and mobile-assisted learning enhanced interaction and language skills.
6.	Consoli, Tessa Schmitz, Maria Luisa Antonietti, Chiara Gonon, Philipp Cattaneo, Alberto Petko, Dominik (2024)	Quality of technology integration matters: Positive associations with students' behavioral engagement and digital competencies for learning	(Consoli et al., 2024) conducted an observational study analyzing how cognitive activation and personalization through devices like computers and tablets improved behavioral engagement.
7.	Liu, Tongfang Mantuhac, Pamela B (2024)	Teacher Support and Student Engagement in the Conduct of Blended Learning Instruction for English as A Foreign Language	(Liu & Mantuhac, 2024) likely employed a descriptive or case study approach to assess how blended learning supported by online platforms and social media improved cognitive, emotional, and social learning outcomes.
8.	Sharma, Sunaina (2024)	The Role of Digital Technology in Supporting English Language Learners : Balancing Engagement and Access in Secondary Schools	(Sharma, 2024) Used a descriptive study to analyze the utility and limitations of translation applications in fostering independence and motivation.
9.	Thi, Nguyen Ha, Thanh (2021)	Implementing Digital Techniques to Stimulate EFL Students' Engagement: A Case Study in Vietnam	(Thi & Ha, 2021) conducted a case study using interviews and observations to investigate how learning games and social platforms enhanced cooperative learning and engagement.

10.	Ahmadi, Dr. Mohammad Reza (2018)	The Use of Technology in English Language Learning: A Literature Review	(Ahmadi, 2018) used a literature review to highlight the shift from teacher-centered to student-centered learning through multimedia tools, promoting autonomy and creativity.
11.	Bokindo, Aileen Sarange Okoth, Teresa Mandillah, Lucy	Integration of Computer-Assisted Language Instruction in English Language Teaching of Oral Skills among Secondary School Learners	(Bokindo et al., 2024) conducted an experimental or observational study to examine how Computer-Assisted Language Instruction (CALI) improved oral skills and critical thinking.

Table 1 presents the scholarly manner in which research has been conducted in order to illustrate the impact of integrating technology in the learning of secondary English language. The applied methodological diversity guarantees more credible results and reveals both individual and group results of educating process. This variety is important given the complex issues that are related to technological support of instruction. Therefore, the insights drawn from Table 1 indeed affirm the developments of the research area and stresses on the centrality of the methodological advancements to proceed with constructive findings.

With special reference to secondary school English language learning, the analysis of positive effects of technology integration is a crucial perspective to understanding the actual utility of technology integration. Table 2 summarizes the conclusions made in the analyzed papers, classifying the technological instruments applied and the definite outcomes of the employment of these tools. This table shows how technology including ChatGPT, YouTube, Virtual Reality, and a blended learning environment has led to enhanced students' interaction, better language acquisition, and better student motivation. With the help of the given table, the reader will be able to receive more profound understanding the range of technologies and the advantages of using them in learning process in the classroom.

Table 2. The positive Impacts of Technology

Technology		Impacts
Positive Impacts	ChatGPT	ChatGPT improved secondary students' critical thinking, dignitary, and participation in English lessons (Javier & Moorhouse, 2024).
	YouTube	YouTube enhanced learners' vocabulary and fluency level of the second language; it

		motivated and build up secondary learners in Kazakhstan (Toleuzhan et al., 2023).
	Power point, Kahoot, YouTube/Video, classroom media	Technology in Vietnamese schools improved participation and interest in Vietnamese schools and thus fostered dynamic learning environments (Pham, 2022b).
	VR and Gamified	This kind of education through smart media such as Virtual Reality, and other feature-enabled programs such as games made learning personalized, exciting coupled with more confident (Dou & Huang, 2024).
	Blended and Mobile-assisted	The combination and inclusion of mobile technologies also positively affected interaction and all four language dimensions in Palu City (Rengur et al., 2024).
	Computer, tablet, smartphone	Integrated behavioral engagement realized through enhanced quality technology adding cognitive activation and personalization achieved behavioral engagement (Consoli et al., 2024).
	Online platform, computer, tablet, smartphone, social media	Enhancing EFL blended learning, teacher support through the use of technology increased cognitive, emotional, and social learning outcomes (Liu & Mantuhac, 2024).
	Laptops, smartphones, chrome books, translation and dictionary applications, learning applications.	With the help of translation applications, the patients would gain increased independence and motivation to perform activities, but at the same time, the limited number of unobstructed applications made a positive difference impossible to achieve (Sharma, 2024).
	Learning management system, google meet, google form, email, Facebook, Twitter, Instagram, power point, Kahoot.	Technological features, such as game activities, motivated students and enhanced cooperative learning activities (Thi & Ha, 2021).
	Computers, the internet, multimedia, email,	While using multimedia tools, instruction changed its focus to the student, independence and interest was promoted (Ahmadi, 2018).

	WhatsApp, and Wikipedia.	
		Computer-Assisted Language Instruction (CALI) enhanced the participant's oral skills and interaction levels using critical thinking and reasoning abilities (Bokindo et al., 2024).
Challenges		Lack of ICT infrastructure in Rwandan schools restrained the opportunity of CALL to reach the learners (Ndahayo & Ndayambaje, 2024).
		Lack of resources, and usual mode of instruction hampered the use of technology (Hartman et al., 2019).
		Lack of infrastructure, teacher training all had an implication on the involvement and learning in Southeast Asia (Edgar R. Eslit, 2023).

Data in Table 2 would further give us a good impression of how the application of technology results in the improvement of the learning of English language. The study shows that the two classes of technologies directly influence learning engagement and cognitive performance gains, yet its success crucially hinges in factors outside the choice of learning technology, namely the propagation and preparedness of teachers, and the learning technology readiness of the classes. As seen in the positive effects captured in table 2, the increase in use of technologies hold insights to the reform of teaching and learning of English. But they also address the need to fine tune these opportunities to include all students in the special education setting while at the same time achieving relevant outcome in other settings.

To summarize the main trends discovered throughout the course of this systematic review, Figure 1 provides a graphical depiction of the effects resulting from the integration of technology in English learning distinguishes in secondary school. This figure also identifies features such as improvement on students' communication, motivation as well as the acquisition of higher order language skills in the area of reading, writing, listening and speaking. Also, it shows how different tools such as the YouTube, ChatGPT, and VR enable the establishment of fun and engaging learning environment. The figure exemplifies the opportunity afforded by technology to move teaching practices away from the traditional teacher-centered models towards student engagement and collaboration practices.

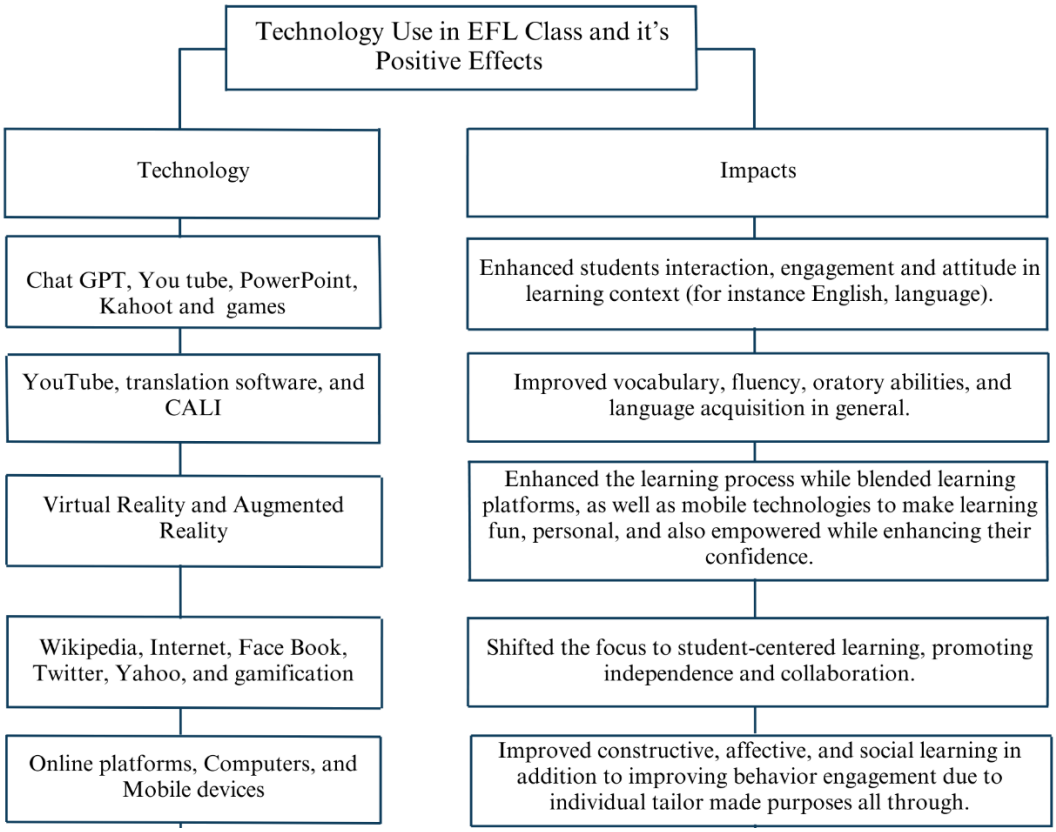

Figure.1 The Impacts of Technology

This figure is a summary of the researchers' integration of technology in secondary EFL context and indicates the positive impacts of technology integration in the class. It successfully demonstrates how it supports the learning, the way it encourages students' engagement, independence and learning of various skills. Thus, the analysis of information, presented in Figure 1, strengthens the understanding of the need for systematic incorporation of the technology approach into students' instructional models. Most of these strategies pointed to implementation barriers, including infrastructure, and lack of competence among teachers, as major challenges that will determine how technology, particularly ICT, will be wielded to transform English language learning at the secondary level.

The research has shown that technology integration in secondary English has positive impacts of learning interaction, motivation, and skills. The use of technology resources like YouTube is suggested by the studies, which aim at illustrating the attainability of the development of academic vocabulary and fluency based on meaningful, real-life communication (Toleuzhan et al., 2023). In the same way, conversational AI leaders such as ChatGPT and game-based learning approaches create a 'one-sized fits all' environment where learners' self-efficient approaches to teaching learning can enhance their self-efficiency and promote their collaboration (Dou & Huang, 2024; Javier & Moorhouse, 2024). Mobile learning and integrated of web-assisted features have also enhanced the features of writing, reading, listening, and speaking skills of students (Rengur et al., 2024). But it has some remarkable issues related with its implementation like infrastructural shortcomings a and negative equity and these hampers its utility and outreach specially in the weak zones (Edgar R. Eslit, 2023; Ndahayo & Ndayambaje, 2024). Teacher readiness adds to these issues since most teachers are not

well prepared to enable them to use technology to support instruction (Hartman et al., 2019). However, with proper integration technology favors engagement in its different forms: behavioral, cognitive and emotionally There is also a significant positive co-relation between instructional intervention/ cognitive activation and improved outcomes as found by (Consoli et al., 2024). Furthermore, methods like the use of games and call system has turned the traditional classroom to more interactive student-centered classes, confidence and higher order thinking skills (Bokindo et al., 2024; Thi & Ha, 2021). These results point to the need for a proposition that technology has the power of engendering the profound changes to English education if supported by systemic interventions and professional development.

Other experiences in using technology in language learning is through using Google Docs, Google Sites, Xournal, Smart TV, and many others. Digital technology-based teaching skills are essential in conducting and managing modern English language teaching (Dewi & Tarwiyah, (2022).

CONCLUSION

The conclusion drawn from this review clearly supports the notion of the use of technology instruction in enhancing the English language learning of the second secondary school learners by increasing interaction, effectiveness and the creation of an effective context.

However, the incorporation of these technologies continues to be mixed by the unequal distribution of technological resources, the preparedness of teachers to teach using these technologies, and the availability of technology-based learning resources. Meeting these challenges is very important since one seeks to harness the use of the technology in education.

This review also underscores the need to endorse technologies for learning to reflect individual learner factors that includes; socio-economic status, digital literacy levels, and culture. For example, such technologies as ChatGPT and VR are capable of improving learning by adapting content and encouraging analysis, but their implementation presupposes sufficient preparation of teachers and usage of necessary facilities. Consequently, similarly to plates such as YouTube or Kahoot, used in the process of raising motivation and fluency, their application can be efficient when properly associated with learning objectives.

It is crucial to appreciate that although technology offers great promise for the teaching of English in the region, actualization of its overall objectives requires the tackling of systemic barriers to learning as well as an effective dissemination of the technology. It is mandatory for future research to extend its focus to the mediated effects of technology on learning in various contexts and learners with an intention to promote long term and inclusive solutions. When these gaps are filled, different stakeholders can make sure that technology assists with developing new solution promoting equity in English language learning around the world.

REFERENCES

Ahmadi, D. M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. International Journal of Research in English Education, 3(2), 115–125. https://doi.org/10.29252/ijree.3.2.115

Bokindo, A. S., Okoth, T., & Mandillah, L. (2024). Integration of Computer-Assisted Language Instruction in English Language Teaching of Oral Skills among Secondary School Learners. 2(2), 49–58.

Consoli, T., Schmitz, M. L., Antonietti, C., Gonon, P., Cattaneo, A., & Petko, D. (2024). Quality of technology integration matters: Positive associations with students' behavioral engagement and digital competencies for learning. In Education and Information Technologies (Issue 0123456789). Springer US. https://doi.org/10.1007/s10639-024-13118-8

Dewi, N. M., & Tarwiyah, S. (2021). EFL Teachers Experiences in a Digital Technology-Based Community of Practice as a Continuing Professional Development. Education, 42(2), 258-275.

Dou, A., & Huang, C. (2024). Integrating Smart Technology into English Language Curricu- lum Enhancing Student Engagement and Learning Outcomes. 1(3), 1–7.

Edgar R. Eslit. (2023). Concept paper on Technology Integration and English Language Teaching in the Southeast Asian context Technology Integration in English Language Teaching: Implications for Southeast Asia. Research Gate, April. https://doi.org/10.13140/RG.2.2.34338.30408

Gisbert Cervera, M., & Caena, F. (2022). Teachers' digital competence for global teacher education. European Journal of Teacher Education, 45(4), 451–455. https://doi.org/10.1080/02619768.2022.2135855

Hartman, R. J., Townsend, M. B., & Jackson, M. (2019). Educators' perceptions of technology integration into the classroom: a descriptive case study. Journal of Research in Innovative Teaching and Learning, 12(3), 236–249. https://doi.org/10.1108/JRIT-03-2019-0044

Javier, D. R. C., & Moorhouse, B. L. (2024). Developing secondary school English language learners' productive and critical use of ChatGPT. TESOL Journal, 15(2), 1–9. https://doi.org/10.1002/tesj.755

Kuru Gönen, S. İ. (2019). A qualitative study on a situated experience of technology integration: reflections from pre-service teachers and students. Computer Assisted Language Learning, 32(3), 163–189. https://doi.org/10.1080/09588221.2018.1552974

Liu, T., & Mantuhac, P. B. (2024). Teacher Support and Student Engagement in the Conduct of Blended Learning Instruction for English as A Foreign Language. 11(2).

Ndahayo, J., & Ndayambaje, I. (2024). Computer Assisted Language Learning in English Teaching: Availability of Teaching and Learning Resources to Enhance Students' Performance in English as Subject in Technical Secondary Schools, Nyanza District. African Journal of Empirical Research, 5(1), 84–91. https://doi.org/10.51867/ajernet.5.1.9

Pham, T. C. (2022a). Effects of Using Technology to Engage Students in Learning English at a Secondary school. International Journal of Language Instruction, 1(1), 86–98. https://doi.org/10.54855/ijli.22118

Pham, T. C. (2022b). Effects of Using Technology to Engage Students in Learning English at a Secondary school. International Journal of Language Instruction, 1(1), 86–98. https://doi.org/10.54855/ijli.22118

Rengur, Z. A., Kumala, S. A., & Fajrin, M. (2024). English Language Learning Strategies Integrated with Technology to Improve the Learning Outcomes of Junior High School Students in Palu City. Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI), 4(2), 390–398. https://doi.org/10.53299/jppi.v4i2.519

Sharma, S. (2024). The Role of Digital Technology in Supporting English Language Learners : Balancing Engagement and Access in Secondary Schools. November. https://doi.org/10.5296/ijele.v12i2.22383

Thi, N., & Ha, T. (2021). Implementing Digital Techniques to Stimulate EFL Students' Engagement: A Case Study in Vietnam. International Journal of TESOL & Education, 1(3), 105–129. http://eoi.citefactor.org/10.11250/ijte.01.03.007

Toleuzhan, A., Sarzhanova, G., Romanenko, S., Uteubayeva, E., & Karbozova, G. (2023). The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education. International Journal of Education in Mathematics, Science and Technology, 11(1), 198–221. https://doi.org/10.46328/ijemst.2983