

**UNIVERSIDADE PÚNGUÈ**

**Faculdade em Ciencia e letras**

**The Use of Technology in English Language Teaching**

Licenciature in English Curse

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## **1 Introduction**

The teaching of the English language has been transformed with the advancement of digital technologies, which offer new resources and approaches for teachers and students. The integration of technology into the teaching-learning process not only expands access to knowledge but also allows for personalized teaching, increased interaction, and student engagement. In today's educational context, digital tools have proven to be essential for promoting collaborative learning, autonomous practice, and the use of multimedia resources that enrich the content addressed in English classes. This paper aims to analyze how technology can enhance English language teaching and learning, presenting examples of digital tools that can be integrated into the classroom environment.

## **1.1 General objective**

* To explore how technology enhances English language teaching and learning through interactive, personalized, and collaborative tools.

## **1.2 Specifics objectives:**

* To evaluate the effectiveness of mobile apps in improving English listening skills;
* To assess the impact of gamification on student engagement in English learning;
* To examine how digital tools enhance vocabulary acquisition in English learners;
* To explore the role of collaborative platforms in improving English writing skills;
* To investigate the use of multimedia content in enhancing English comprehension.

## **1.3 Methodology**

This study will use a mixed-methods approach, combining surveys, interviews, and classroom observations to assess the impact of digital tools on English language learning. A group of 50 students will participate, using technologies like Duolingo, Kahoot!, Google Docs, and YouTube in their language exercises. Pre- and post-study surveys will collect quantitative data on student engagement and progress, while semi-structured interviews and observations will provide qualitative insights into their experiences. Data will be analyzed through descriptive statistics for the surveys and thematic analysis for interviews and observations. The study will span 8 weeks, with assessments at various points to track changes in student performance and interaction with the technology.

## **2** **The Use of Technology in English Language Teaching**

The use of technology in English language teaching aims to create a more interactive and accessible environment. Digital technologies, such as mobile apps, online teaching platforms, videos, podcasts, educational games, and social networks, have increasingly been adopted by educators as supportive tools. These technologies can transform English learning, providing new ways of interaction, access to information, and practicing language skills such as speaking, listening, reading, and writing.

## **2.1 Accessibility and Variety of Content**

The use of technology allows students broader access to authentic English-language materials such as movies, interviews, news, and music. Exposure to these real-world contents helps develop listening comprehension and increase vocabulary, enabling students to encounter different forms of linguistic expression, such as variations in accents and vocabulary used in specific contexts. Platforms like YouTube and Spotify are examples of how multimedia content can be used pedagogically to reinforce English learning.

## **2.2 Interactive Learning and Gamification**

The interactivity provided by digital tools is another strong point in the application of technology in English teaching. Tools like Kahoot! and Quizlet allow students to participate in quizzes, memory games, and challenges in real-time, making the learning process more dynamic and engaging. Gamification, or the use of game elements in educational contexts, has been widely applied to increase student motivation. Studies show that the use of games and quizzes results in greater engagement and better content retention, and it is a fun approach to reviewing grammar and vocabulary topics.

## **2.3 Immediate Feedback and Personalization**

Digital platforms also provide students with immediate feedback, which helps correct errors and improve performance. Tools like Duolingo and Grammarly offer instant corrections, allowing students to quickly understand their mistakes and work autonomously to fix them. This type of feedback promotes active learning, in addition to personalizing the educational process by adapting it to each student's level and pace.

## **2.4 Collaborative Learning**

Another significant benefit of using technology in English teaching is the promotion of collaborative learning. Tools like Google Docs, Padlet, and Edmodo allow students to share materials, write texts together, and discuss topics in groups, all in English. This type of interaction improves students' fluency, as it encourages them to communicate consistently with their peers, whether to discuss content, solve language issues, or practice writing and speaking.

## **3 Conclusion**

The integration of technology in English language teaching not only makes the process more dynamic and engaging but also offers students learning opportunities that would be difficult to achieve with traditional methods. Digital tools provide a richer, more personalized educational experience by increasing access to multimedia resources, allowing continuous language practice, and encouraging collaboration among students. By using innovative platforms and apps, educators can create a more effective, motivating learning environment that meets the needs and expectations of students.

Therefore, the adoption of technology in English language teaching represents a significant advancement in education, being an essential element for shaping students who are more competent and prepared to face the challenges of a globalized and digitized world.

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