

Technology in language teaching: Trends, approaches, and implementations (Insights from TEwT from 2016 to 2020)

ABSTRACT - The domain of language instruction has attracted sustained scholarly attention over the past decade, with a marked increase in research dedicated to technology-mediated language learning. This article presents a systematic review of empirical articles published in *Teaching English with Technology (TEwT)*, a journal that has consistently featured studies on diverse technological applications in English language teaching. A retrospective analysis was conducted on 140 articles published in TEwT between 2016 and 2020. The primary objective was to identify and categorize the types of technologies or media employed in language instruction and to examine their influence on instructional processes. The findings reveal that the majority of articles comprise empirical studies that systematically investigate the effects of technological interventions on language acquisition processes. Through content analysis and systematic data coding, several patterns of technological adoption and implementation in language education were identified. The results confirm the increasing inevitability and progression of technology integration in language instruction, characterized by growing diversity in the types of technologies utilized and the emergence of novel instructional alternatives. Consequently, language educators now have access to an expanding array of technological resources. Furthermore, the accessibility of technology-mediated instruction has improved significantly, as contemporary educators and students demonstrate enhanced competency in utilizing these tools. However, the efficacy of diverse technological and media applications in language education remains context-dependent, as the outcomes of technology-mediated instruction are substantially influenced by the specific pedagogical, institutional, and sociocultural contexts in which they are implemented.

Teuku Zulfikar^{1*}

Emawati²

Cut Fadhilah³

^{1,3}Ar-Raniry State Islamic
University, Banda Aceh, Indonesia
²Universitas Muhammadiyah Aceh,
Indonesia

*Corresponding email;

teuku.zulfikar@ar-raniry.ac.id

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1. Introduction

The integration of technology into language teaching is inevitable, as it has become an essential component in both the 4.0 Industrial Revolution and the 5.0 Society; and thus, its integration within educational environments is a must. For example, language educators employ technology as a means to facilitate efficient language acquisition among students. The utilization of technology in language teaching has a well-established historical background, with language laboratories emerging as a prevalent and essential component of such instruction. The use of technology in language teaching is not a recent phenomenon; a study undertaken by Salaberry (2001), for example, reveals the fact that technologies have been incorporated into language classrooms decades ago. Salaberry (2001) provides a comprehensive overview of diverse technologies employed in the instruction of foreign languages.

Table 1

Trends in technology use over time.

No	Types of technology	Authors
1	Telephone	Twarog, Pereszlenyi-Pinter (1988)
2	Phonograph	Clarke (1918)
3	Television	Shmarak & Dostal (1965)
4	Audio Reflector	Brown, Dietz & Fritz (1972)
5	Pre-recorded television lectures	Gott-Schalk (1965)
6	Blackboard and overhead projector	Pond (1963)
7	Language laboratory	Valdman (1964)
8	CALL-Beyond drills	Nagata (1993)
9	Intelligent CALL	Nagata (1993); Crook (1994)
10	CMC & Teleconferencing	Kern (1995)

The table above illustrates Salaberry's (2001) classifications of technology employed in language education. The article unveils an extensive historical account of the incorporation of phonographs in language instruction facilitated by technology, tracing its origins as far back as 1918. This study also implies that technology has consistently been regarded as a significant medium for instruction throughout different time periods and geographical locations.

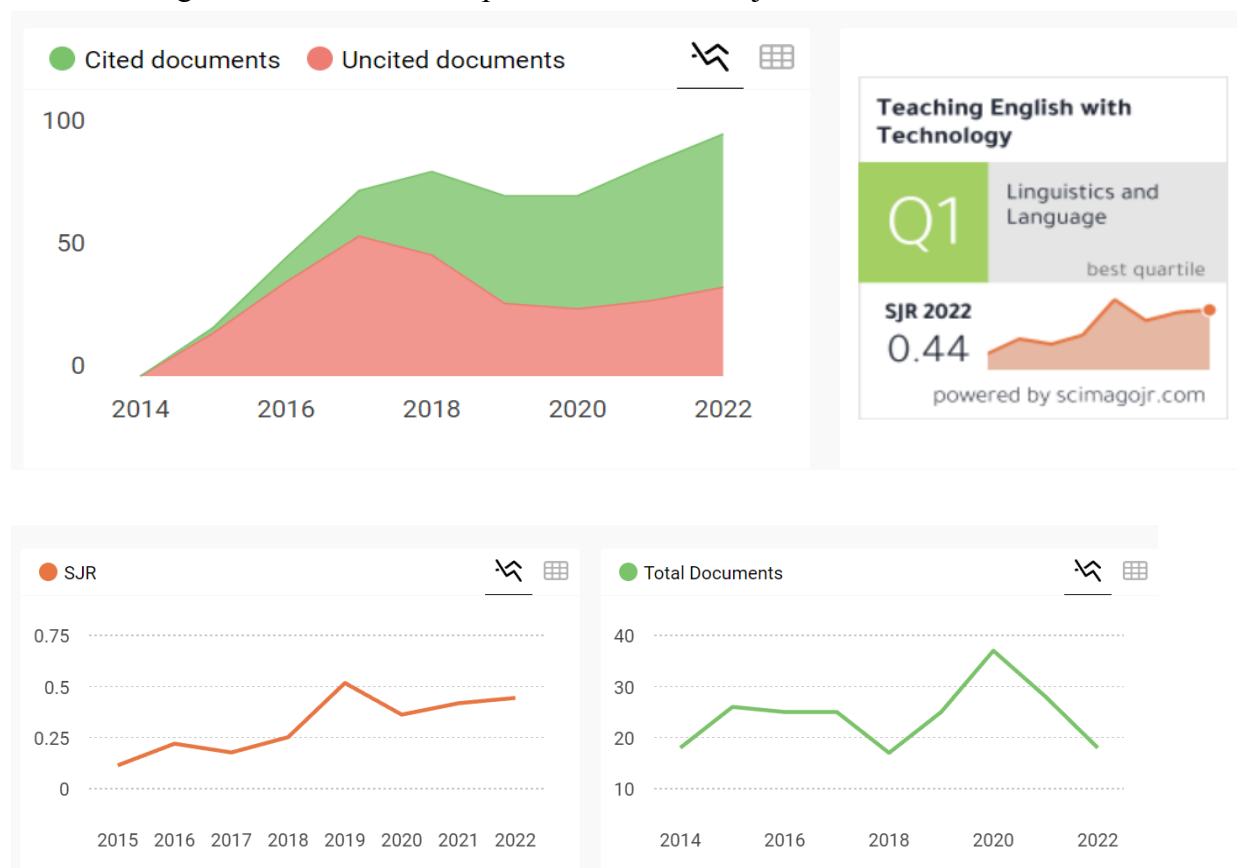
The emergence of the Fourth Industrial Revolution (4.0 Industry) and the subsequent evolution towards the Fifth Industrial Revolution (5.0 Society) has necessitated the involvement of several institutions from different fields in the process of integrating technology. This integration is aimed at enhancing productivity and effectiveness within these institutions. This demand also influences educational institutions, hence necessitating educational practitioners to employ technology with ingenuity and innovation. In 2001, the University of Nicosia in Cyprus issued a journal with a specific focus on the integration of information and communication technology (ICT) in language teaching, specifically in the context of English language instruction. This journal aims to cater to the needs of scholars who are interested in exploring the intersection of technology and English language education. The journal has achieved its

pinnacle of global recognition, as it has been included in the Scopus index and positioned in Quartile 1, denoting its placement within the uppermost 25% of all scholarly journals. The following information provides an overview of the scholarly publication, derived from its official website located at <https://tewtjournal.org/>

The Journal of Teaching English with Technology (TEwT) is a double-blind, peer-reviewed publication whose primary mission is to disseminate cutting-edge research on the use of technology in TESOL (Teaching English to Speakers of Other Languages).

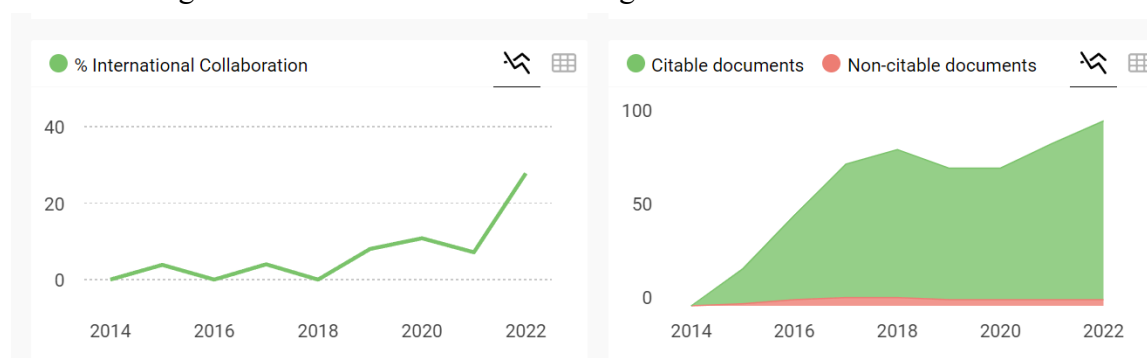
The Journal is interested in theoretical and practical articles with international appeal. Infrequently, TEwT publishes special issues focusing on more specialized aspects of technology use in education. Currently, TEwT is indexed in Scopus, Index Copernicus, ERIH+, Central and Eastern European Online Library, EBSCO, ERIC, CEJSH, BazHum, Cabell's Publishing Directory, MLA Directory of Periodicals, the Australian Research Council journal list, and the Polish Ministry of Science and Higher Education B list. TEwT is adamant that there should be no fees associated with article submission and publication. In addition, all TEwT-reviewed articles are freely accessible (Accessed from <https://tewtjournal.org/> on 7 July 2023).

The following information shows important details of the journal itself as of 2022:



The line graphs illustrate a gradual and consistent rise in the quantity of referenced papers over successive years, reaching its pinnacle in the year 2022. This suggests that the journal has successfully reached its target readership and is frequently referenced by a wide range of scholars. Since the year 2022, the aforementioned image is indicative of its uppermost percentile and possesses an SJR value of 0.44. Additional notable features of this publication encompass

its outstanding global standing and the observation that a significant proportion of papers featured in a given volume were authored through international collaborative efforts.



The graphs show evidence that in the recent five-year period, the published articles have been authored by individuals from many countries, resulting in a notable rise in the citation index. The proportion of cited documents reaches its highest point in the year 2022. Given the journal's focus on technology-mediated language training, it is prudent to examine issues addressed in articles published from 2016 to 2020. Through our retrospective analysis of the TEwT, we are able to offer valuable insights into the field of English language teaching in the Indonesia contexts and beyond. This study is significant not only because reviews of TEwT was not previously conducted, but it also allows English teachers and those interested in language teaching to gain a comprehensive understanding of the current research trends in English language teaching related to the use of technology. In reviewing the TEwT, we identified research sites; technological variations used, technological impacts for teaching and learning, and research methodologies used by authors.

2. Literature review

2.1. *The rise of technology-mediated language instruction*

Technology-mediated language instruction has attained significant prominence in contemporary language education, driven by the proliferation of digital tools and the increasing demand for flexible, accessible, and engaging learning environments. This growing interest is evidenced by the substantial increase in empirical studies investigating the integration of various technologies into English language instruction over the past two decades.

Early research in this domain established foundational evidence for the efficacy of blended learning environments. Graham et al. (2013), for instance, investigated the effectiveness of mixed learning models in language instruction and found that blended approaches significantly enhanced learner engagement and improved overall language proficiency compared to conventional face-to-face instruction. Students particularly valued the flexibility afforded by blended learning and the expanded access to diverse instructional resources, which accommodated varied learning paces and preferences.

In line with the rise of blended learning, mobile-assisted language learning (MALL) has emerged as a transformative force in language education. Stockwell (2010) conducted seminal research on the impact of mobile applications on vocabulary acquisition, revealing that participants experienced heightened intrinsic motivation and demonstrated superior vocabulary

retention when utilizing mobile-based learning tools compared to traditional methods. The portability and accessibility of mobile devices enabled learners to engage in authentic, contextually situated language practice in real-world scenarios, thereby bridging the gap between classroom instruction and natural language use.

More recently, gamification has gained considerable attention as a pedagogical strategy to enhance learner engagement and motivation. Hamari et al. (2016) systematically evaluated the efficacy of gamified elements—such as points, badges, leaderboards, and progress bars—across various educational contexts, including language teaching. Their findings indicated that gamified components significantly increased student engagement and sustained motivation, which in turn contributed to improved learning outcomes in language acquisition. The competitive yet supportive nature of gamified environments appears to foster a positive affective climate conducive to risk-taking and repeated practice, both essential for language development.

Collectively, previous research demonstrates that technology substantially enhances language instruction and acquisition by augmenting learner engagement, improving accessibility to authentic materials, and expanding the availability of diverse learning resources. However, successful integration of technology into language classrooms requires addressing persistent challenges related to teacher professional development, equitable access to digital infrastructure, and the maintenance of a balanced pedagogical approach that integrates technological tools with effective traditional instructional methods. As technology continues to evolve rapidly, future research will be essential to deepen theoretical and empirical understanding of its long-term effects on language teaching and learning processes.

2.2. Retrospective analysis of technology-mediated language instruction research

While individual empirical studies provide valuable insights into the effectiveness of specific technological interventions, retrospective or meta-analytical studies offer a broader, more integrative perspective on the evolution, trends, and gaps within a research field. The present study, therefore, entails a systematic retrospective analysis of a comprehensive corpus of articles published in the journal *Teaching English with Technology (TEwT)* over a five-year period spanning from 2016 to 2020.

The primary objective of this retrospective analysis is to examine current research patterns in technology-mediated language instruction across several key dimensions: (1) the geographical and institutional contexts in which research is situated, (2) the methodological approaches employed by researchers, (3) the primary thematic foci of published articles, and (4) the specific types of technologies implemented and investigated by authors. To guide this investigation, the following research questions have been formulated:

1. In which contexts (e.g., geographic regions, educational levels, institutional types) are most articles in *TEwT* situated?
2. What types of research methodologies (e.g., quantitative, qualitative, mixed-methods, design-based) are predominantly used?
3. What are the main thematic focuses (e.g., vocabulary acquisition, speaking skills, learner motivation, teacher development) of most articles?

4. What kinds of technologies (e.g., mobile applications, learning management systems, virtual reality, social media) are implemented by most authors?

The value of retrospective analysis in advancing theoretical and methodological frameworks has been well established in applied linguistics and educational technology research. Previous scholars have effectively utilized retrospective approaches to map research landscapes, identify paradigmatic shifts, and illuminate under-researched areas. Notable examples include Stapleton and Shao (2018), who examined research trends in second language writing; Byrnes (2000), who traced the development of genre-based pedagogies; Chaudron (2001), who reviewed progress in second language classroom research; and Benson, Chick, Gao, Huang, and Wang (2009), who analyzed qualitative research practices in applied linguistics.

Further contributions to the retrospective tradition include Lazaraton (2000) on conversation analysis in language teaching, Magnan (2006) on the intersection of language and culture in study abroad contexts, Silva-Laya, D'Angelo, Garcia, Zuniga, and Fernandez (2020) on educational research trends in Latin America, Sant (2019) on citizenship education research, and Billingsley and Bettini (2019) on special education teacher preparation. Additionally, Rodrigues and Moggaro (2019) examined trends in educational technology research, while Salaberry (2001) reviewed the use of technology for second language pragmatics instruction, and Al-Hoorie and Vitta (2019) critically evaluated the promise and perils of retrospective analysis in applied linguistics.

These retrospective studies have proven instrumental in facilitating the development of new theoretical frameworks, identifying persistent research gaps, and guiding future research agendas. By systematically analyzing the existing body of knowledge, retrospective approaches enable researchers to move beyond isolated findings toward a more integrated, cumulative understanding of how technology-mediated language instruction has evolved and where it should be directed in the future. The present study seeks to contribute to this tradition by providing a focused, transparent, and replicable analysis of the TEwT corpus, thereby offering actionable insights for researchers, practitioners, and policymakers in the field of technology-enhanced language learning.

3. Method

The data for this research was collected through the content analysis technique. The content analysis (CA) is a well-known method to interpret texts, used both in quantitative and qualitative (Prasad, 2008; Gyegle & Jacobs, 2017), and it is in line with the work of Chaudron (2001), Salaberry (2001), and Stapleton and Shao (2018). The content analysis technique examines articles published in the TEwT journal from 2016 to 2020; it helps researchers systematically gather, condense, and assess data across the specified five-year period (Armborst, 2017; Elo et al, 2014; Stemler, 2015; White & Marsh, 2016).

3.1. Data collection

The data were collected through a systematic content analysis procedure. The data collection follows several steps as suggested by authors in this particular method (Gheyle, &

Jacobs, 2017; Kleinheksel, 2020; Krippendorff, 2018). Approximately 150 articles published in 2016 to 2020 were taken as samples. These articles were read carefully to identify main ideas, research settings, focus of the research, and technologies used in those particular settings. It is important to note that engaging in detailed analysis of the articles being researched is the first and foremost step in content analysis (Stemler, 2015). For this particular study, we do not set the criteria for exclusion and inclusion of the articles, since we delimit our investigation to all articles published within 2016-2020.

3.2. *Data analysis*

The analysis stage focused on structuring and organizing the collected data. After all relevant articles had been assembled, key themes and substantive topics were identified through careful and systematic reading. These themes served as the foundation for the development of a coding framework. The coding process enabled the data to be classified in a systematic and meaningful manner, thereby facilitating a structured interpretation of the journal content.

This study followed the coding techniques proposed by Silverman (2022), namely open coding, axial coding, and selective coding. First, the data were organized through open coding, which allowed clear and systematic categories to emerge from the dataset. Subsequently, these initial codes were regrouped through axial coding in order to establish clearer relationships among categories and to form more coherent thematic groupings. Finally, selective coding was conducted to refine and integrate the coding structure, enabling the identification of the final set of themes that represent the core findings of the analysis.

Through this structured content analysis procedure, the study ensured a comprehensive and rigorous examination of the selected articles, thereby generating meaningful insights into the characteristics and development of the journal publications within the specified period.

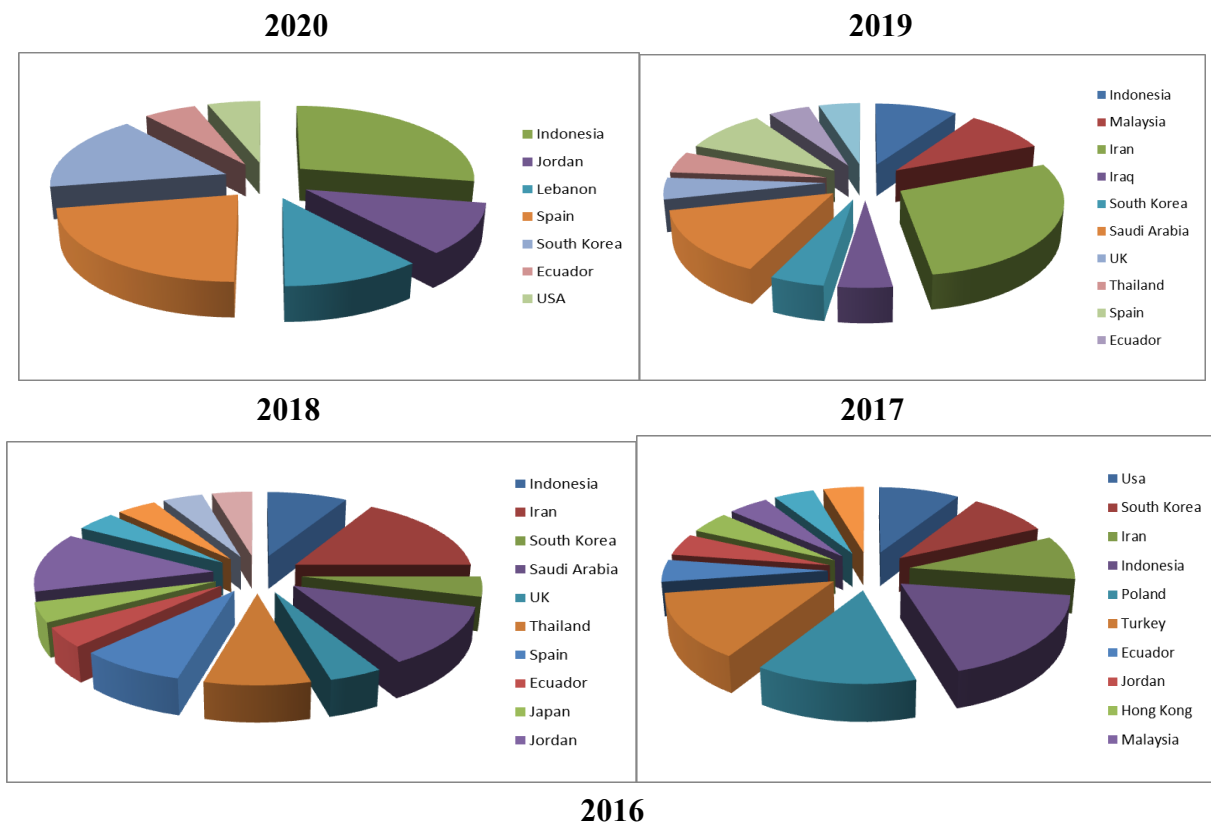
4. Findings and discussion

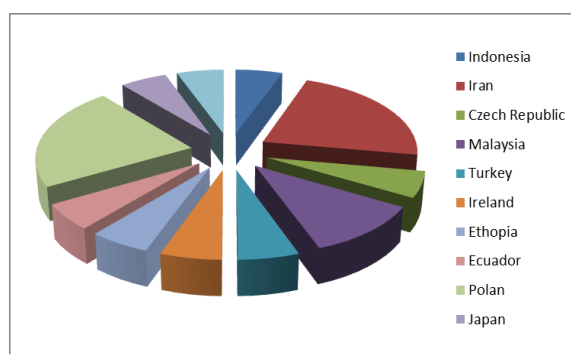
During the period from 2016 to 2020, a total of 126 articles were published by TEwT. The primary focus of our analysis of the publications was directed towards the research contexts. This aspect is of utmost importance as it sheds insight on the demographic characteristics of the authors. The analysis reveals that the articles published by TEwT encompass contributions from authors hailing from many geographies. One notable aspect of the publication is its inclusive policy of accepting submissions from authors representing diverse nationalities. Indeed, it is noteworthy that the number of authors who are non-native English speakers surpasses that of native English speakers. According to the provided charts, it can be observed that Indonesia, Spain, Iran, and the Czech Republic are among the nations whose authors make significant contributions to TEwT. The inclusion of contributors from various nationalities in the journal contributes to its overall quality by providing readers with the opportunity to compare and contrast perspectives across different countries. This is believed to be one of the reasons the journal calls articles from many different contexts.

The reviews of several articles reveal intriguing possibilities for using technology into language teaching. In the aforementioned scholarly publication, specifically Volume 16, Issue

2, which was published in 2016, a collection of interrelated papers can be found. These articles present the results of experimental research carried out in several environments. The aforementioned studies have examined various aspects of language learning and technology integration in different contexts, such as the impact of E-Learning in Business English in the Czech Republic (Kučírková & Jarkovská, 2016), technology integration in grammar instruction in Iran (Saeedi & Biri, 2016), the use of Quizlet for vocabulary acquisition in Japan (Dizon, 2016), web-based language learning and its effect on personality development in Iran (Mirzaee & Gharibeh, 2016), the use of digital video for oral performance in Turkey (Goktürk, 2016), the integration of BYOD (Bring Your Own Device) in syllabus design in Ireland (Kilar-Magdziarz, 2016), and the impact of instant messaging on students' writing in Jordan (Rabab'ah, Rabab'ah & Suleiman, 2016). These studies highlight the influence of different contexts on the research process, as well as the outcomes and implications of the research findings. It can be noted that experimental research is well fit to study the impact of one variable on other variables (Bryman, 2006; Creswell & Creswell, 2017).

4.1. Research settings of the 2016-2020 publications in TEwT





Our analysis of the publication suggests that on an annual basis, a substantial proportion of contributors to this journal originated from Asia, particularly Southeast Asia. For instance, the 2016 volume featured a diverse authorship, with prominent contributions from countries such as Iran and the Czech Republic. Iran subsequently emerged as a dominant contributor in the 2018 and 2019 volumes, while Indonesian authors were particularly prominent in the 2017 and 2020 editions. These patterns suggest that *TEwT* has established a strong and respected presence within the global academic community. Furthermore, the findings reflect the widespread interest in technology in language teaching across various contexts, underscoring the growing centrality, and perhaps inevitability of technology-mediated instruction in contemporary educational practice

4.2. *The methodologies*

Upon reviewing articles published through 2016 to 2020 volume, we noted that the majority of work was conducted within the quantitative paradigm, in which experiment and survey research outnumber other methodologies. The predominance of experimental and survey research in these studies is justifiable, as this type of investigation necessitates specific treatments to comprehend the effects of certain variables on others.

This implies that articles published in the *TEwT* journal can serve as a viable theoretical framework for the field of language acquisition. A study undertaken by Benitez-Correa, Cabrera-Solaba, Solana, and Espinoza-Celi (2020), for example, employed an experimental design to investigate the efficacy of Audacity as an intervention tool for enhancing students' pronunciation skills. Another study was undertaken by Angelini and Garcia-Carbonell (2019), in which they implemented an intervention utilizing simulation-based training with the aim of enhancing students' speaking abilities.

4.3. *A wide range of technologies*

During the period from 2016 to 2020, a diverse range of technologies were employed in published research, encompassing both basic and sophisticated tools, including Kahoot, MALL, and other complex online learning platforms. The data presented in the picture reveals that authors in the *TEwT* tend to employ video, Digital device, Computer-Assisted Language Learning (CALL), and Kahoot with more frequency. In a study conducted by Kent (2019), several writers employed the employment of Plickers as a means of enhancing instructional practices. Conversely, other researchers focused their investigations on the examination of

Asynchronous Computer-Mediated Instruction as a potential method for enhancing students' vocabulary acquisition. The following image illustrates some prevalent e-learning platforms that have been examined in studies published between 2016 and 2020.

4.4. *The typology of research focus*

Our review shows approximately 10 typologies of the research focus. Within the span of five years, we found that a large number of articles focus on teaching media, approximately 50 studies within the five-year span focused on this particular topic. The other focus falls into the topic of CALL and MALL, which is approximately 25 studies related to this particular topic. In addition, the research focus on teaching strategy reaches 20 studies among those many articles published between 2016-2020. Other studies published in these many volumes are related to the use of the online platform.

Table

Research focus in articles published in TEwT (2016–2020).

No	Research focus	Descriptor	Number of articles
1	Teaching Media	Denotes the diverse instruments and resources employed by educators to enhance learning and communication inside the classroom	50
2	Perceived challenges	Refers to the difficulties or hurdles that individuals or groups consider to exist, regardless of their actual or objective validity.	3
3	The E-Learning	Denotes the utilization of digital technologies and the internet to enhance learning and education.	5
4	Language Assessment	Refers to the evaluation of an individual's linguistic skills, capabilities, or proficiency in a specific language.	7

5	CALL/MALL	Denotes the utilization of technology, including computers, software, or internet resources, to facilitate language acquisition and MALL refers to the utilization of mobile devices such as smartphones or tablets for language acquisition, akin to Computer-Assisted Language Learning (CALL) but emphasizing mobile technology.	25
6	Flipped Classroom	Refers to classroom is a novel pedagogical approach in which conventional instructional methods are inverted. Rather than presenting lectures during class and assigning subsequent assignments	5
7	Teaching Strategies	Denote the methodologies and approaches employed by educators to enhance student learning and attain designated educational objectives.	20
8	Online Platform	Is a web-based application or service that offers a digital space for students to access educational materials, enroll in courses, and interact	13

		with instructors or peers.	
9	Gamification	Denotes the implementation of game design features and ideas in non-gaming situations, including education and business, to foster engagement, stimulate action, and improve user experience.	7
10	Learning Autonomy	Refer to the capacity of individuals to oversee their own educational progression. It entails being self-directed, accountable, and driven to establish and pursue educational objectives, oversee one's learning activities, and evaluate one's success with minimal external assistance or supervision.	3

4.5. Technologies and autonomous learners

The analysis of the papers published in TEwT allows us to identify and present the key themes explored within the publication. Upon conducting an extensive analysis of publications from 2016, it was seen that a significant number of authors focused their research on the utilization of technology in language instruction and its implications for the facilitation of effective English teaching. One notable study conducted in 2016 by Zarzycka-Piskorz examined the potential impact of gamification, namely the use of Kahoot, on students' motivation in the context of studying Grammar. This study encompasses research topics that were published in the year 2016. Furthermore, the studies published in 2017 predominantly center on the analysis of tactics employed in the development of suitable technological tools for integration into language instruction. Furthermore, the study conducted by Nushi and Eqbali (2017) examines the potential effectiveness of Duolingo as a technological innovation in facilitating language acquisition for learners. The articles published in 2018 exhibited a shift towards a more qualitative approach, with a focus on investigating attitudes on the utilization of technologies in

the field of language teaching. Notable authors such as Muslem, Qismullah, and Juliana (2018) contributed to this discourse. The publications published in 2019 and 2020 mostly focused on the topic of technology-mediated instruction and its impact on the development of learning autonomy. This was explored in the work of Angelini and Garcia-Carbonell (2019), as well as Ginting, Djiwandono, Woods, and Lee (2020).

5. Conclusion

This study has contributed meaningful insights into the landscape of empirical research on technology integration in language instruction. Through a systematic retrospective analysis of five volumes of *Teaching English with Technology (TEwT)* published between 2016 and 2020, the study delineates prevailing research trends, particularly those pertaining to the incorporation of technology into English language teaching and learning contexts. The analysis further reveals that TEwT has consistently attracted contributions from internationally diverse authors, including a substantial number for whom English is not a first language, thereby reflecting the journal's global reach and the field's inclusive scholarly community. Notably, the findings demonstrate the rapid evolution of technological tools employed in language instruction and underscore their transformative impact on the trajectory of contemporary language education. Importantly, the study affirms that technologies remain an enduring and integral component of language instruction, shaping pedagogical practices across temporal and contextual boundaries. As technology continues to advance, ongoing empirical investigation will be essential to fully understand its evolving role and to ensure that its integration aligns with sound pedagogical principles and diverse learning needs.

Declaration on the use of AI

AI was used responsibly and appropriately in the preparation of this manuscript, particularly for revising and refining language expressions.

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