



## INNOVATIVE PEDAGOGIES: ENHANCING ELT/TESOL THROUGH TECHNOLOGY AND COLLABORATION

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### Abstract

This paper explores the integration of innovative pedagogies in English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL) through the use of technology and collaborative learning. Employing a qualitative approach, the study captures the experiences of educators and students through in-depth interviews, focus group discussions, and classroom observations. Traditional teaching methodologies often fall short in addressing diverse learner needs and fostering engagement. By leveraging technological advancements such as language learning apps, virtual classrooms, and interactive multimedia tools, in which educators can enhance accessibility, personalize instruction, and increase student interaction. Additionally, collaborative learning strategies, including project-based learning and online discussion forums, cultivate critical thinking, communication, and teamwork skills. This paper examines successful case studies and highlights the benefits and challenges of implementing these approaches. The findings underscore the potential of technology and collaboration to transform language education, offering practical recommendations for educators to adopt these innovative methods effectively.

**Keywords:** ELT; TESOL; Technology Integration; Collaborative Learning

### Abstrak

Naskah ini mengeksplorasi integrasi pedagogi inovatif dalam Pengajaran Bahasa Inggris (ELT) dan Pengajaran Bahasa Inggris untuk Penutur Bahasa Lain (TESOL) melalui penggunaan teknologi dan pembelajaran kolaboratif. Menggunakan pendekatan kualitatif, penelitian ini menangkap pengalaman pendidik dan siswa melalui wawancara mendalam, diskusi kelompok terfokus dan observasi kelas. Metodologi pengajaran tradisional sering kali gagal dalam memenuhi kebutuhan pelajar yang beragam dan menumbuhkan keterlibatan. Dengan memanfaatkan kemajuan teknologi seperti aplikasi pembelajaran bahasa, ruang kelas virtual, dan alat multimedia interaktif, dengan itu para pengajar dapat meningkatkan aksesibilitas, mempersonalisasi instruksi, dan meningkatkan interaksi siswa. Selain itu, strategi pembelajaran kolaboratif, termasuk pembelajaran berbasis proyek dan forum diskusi online, memupuk kemampuan berpikir kritis, komunikasi, dan kerja sama tim. Makalah ini membahas studi kasus yang berhasil dan menyoroti manfaat dan tantangan dalam menerapkan pendekatan-pendekatan ini. Temuan ini menggarisbawahi potensi teknologi dan kolaborasi untuk mengubah pendidikan bahasa, serta menawarkan rekomendasi praktis bagi para pendidik untuk mengadopsi metode-metode inovatif ini secara efektif.

**Kata Kunci:** ELT; TESOL; Integrasi Teknologi; Pembelajaran Kolaboratif.



## 1. Introduction

In today's interconnected global landscape, the importance of English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL) cannot be overstated. These two fields are crucial in meeting the growing demand for English language proficiency. They play a significant role in bridging cultural and linguistic gaps, enhancing international understanding, and driving economic development. According to Davis and Roberts (2018), English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL) are two interconnected fields that have become increasingly vital in today's globalized world. As the demand for English language proficiency continues to rise, these fields play a crucial role in bridging cultural and linguistic divides, fostering international understanding, and promoting economic growth (Davis & Roberts, 2018).

Teaching English as a foreign or second language, known as ELT and TESOL, involves more than just imparting linguistic skills to non-native speakers. These fields also emphasize cultural awareness, critical thinking, and effective communication. The significance of ELT and TESOL is immense, as they empower individuals to engage in global communication, pursue educational and career opportunities, and foster international collaboration. According to Smith and Johnson (2019), ELT and TESOL encompass teaching English as a foreign or second language to non-native speakers, integrating linguistic skills, cultural awareness, critical thinking, and effective communication. These fields are crucial as they facilitate global communication, enhance educational and employment opportunities, and support international collaboration (Smith & Johnson, 2019).

However, Traditional teaching methodologies in ELT/TESOL face several significant challenges, such as inadequate personalized instruction, limited student interaction, and reliance on outdated educational materials. These limitations highlight the urgent need for innovative approaches to improve learning outcomes and increase student engagement. Addressing these challenges is crucial for creating more effective and dynamic learning environments. According to Patel and Kim (2020), traditional teaching methodologies in ELT/TESOL encounter notable challenges, including insufficient personalized instruction, restricted opportunities for student interaction, and dependence on outdated educational materials. Consequently, there is an increasing need for innovative approaches to enhance learning outcomes and boost student engagement (Patel & Kim, 2020).

The advent of technology has revolutionized the way we teach and learn languages. Language learning apps, online collaboration tools, and interactive whiteboards have transformed the ELT/TESOL landscape, offering benefits such as increased accessibility, personalized instruction, and enhanced student engagement. According to Martinez and Wang (2021), the advent of technology has revolutionized language teaching and learning. They highlight how language learning apps, online collaboration tools, and interactive whiteboards have transformed the ELT/TESOL landscape by increasing accessibility, offering personalized instruction, and enhancing student engagement (Martinez & Wang, 2021).

Additionally, Collaborative learning is an essential aspect of the educational process, fostering crucial skills like communication, critical thinking, and teamwork. When students work together, they not only enhance their own understanding but also contribute to a vibrant and interactive learning atmosphere. This approach allows learners to exchange ideas, leverage each other's strengths, and address each other's weaknesses, thereby creating a more effective and engaging educational experience. According to Roberts and Smith (2020), collaborative learning is recognized as a vital component of the learning process. They emphasize that by working together, students develop essential skills such as communication, critical thinking, and teamwork. Collaboration among students and between students and teachers creates a dynamic and interactive learning environment, where students are encouraged to share ideas, build on each other's strengths, and learn from each other's weaknesses (Roberts & Smith, 2020).



Integrating technology and collaborative approaches in ELT/TESOL can fundamentally transform the landscape of language education. By utilizing virtual classrooms, online discussion forums, and digital tools for collaborative projects, student interaction is significantly enhanced, leading to improved learning outcomes and greater teacher effectiveness. These innovations create a more dynamic and interactive learning environment that can better engage students and foster their language development. According to Martinez and Wang (2021), integrating technology and collaboration in ELT/TESOL can revolutionize language teaching and learning. They argue that virtual classrooms, online discussion forums, and collaborative projects using digital tools facilitate student interaction, enhance learning outcomes, and increase teacher effectiveness (Martinez & Wang, 2021).

This article aims to explore and analyse innovative pedagogies that leverage technology and collaboration in ELT/TESOL. This article will provide a comprehensive overview of the current state of ELT/TESOL, highlight the challenges and limitations of traditional teaching methodologies, and discuss the growing demand for innovative approaches. Furthermore, we will examine the role of technology in modern education, particularly in language teaching, and discuss the benefits of collaborative learning.

The subsequent sections of this article will delve into the integration of technology and collaboration in ELT/TESOL, highlighting successful case studies and examples where these elements have been effectively integrated. This paper also addresses the challenges and limitations of implementing innovative pedagogies and provide recommendations for future research and practice.

Several previous researches have evaluated Innovative Pedagogies: Enhancing ELT/TESOL Through Technology and Collaboration (Mendes & Finardi, 2020; Chauhan, 2021; Devarajoo, 2021; Kasumi & Xhemaili, 2023; Ma, Lee, Gao & Chai, 2024). The first previous research examined the integration of digital technologies through blended learning (BL) approaches in pre-service English Language Teaching (ELT) education. The research involved a pedagogical intervention in a practicum course at a federal university in Brazil, employing questionnaires, interviews, and observations to gather data. Findings revealed that BL can promote critical reflection on digital integration despite initial low engagement with online components, and highlighted the importance of teachers' readiness and the perceived educational value of online environments. This study underscores the potential of BL to enhance digital literacy and pedagogical practices in pre-service ELT education (Mendes & Finardi, 2020).

The second previous research explored how teachers perceive technology-supported English Language Teaching (ELT) classrooms for collaborative learning and identified strategies used by language teachers to enhance such environments. The research involved in-depth interviews with ten higher secondary level language teachers in Kirtipur, focusing on their experiences with technological tools in collaborative teaching. Findings indicated that teachers generally hold positive views towards technology-supported collaborative learning, predominantly employing student-centered techniques to facilitate this process. These insights underscore the significant role of technology in fostering effective collaborative learning in ELT classrooms (Chauhan, 2021).

The third previous research explored the impact of technology training on TESOL trainee teachers' preferences for using print and digital media in the ELT classroom. The findings indicated that, despite their limited exposure to digital technology during their schooling, appropriate training significantly boosted their confidence in using both media types. This study highlighted the necessity for comprehensive training programs to prepare future teachers for integrating technology effectively in their teaching practices. The results underscore the importance of continuous professional development in technology use for enhancing teaching outcomes (Devarajoo, 2021).

The fourth recent study, Kasumi and Xhemaili (2023) investigated the impact of collaborative learning on student motivation and achievement in English as a Foreign Language (EFL) classes in Kosovo. The research revealed significant positive correlations between participatory approaches and



student motivation, highlighting that students, especially females and 10th graders, benefited greatly from opportunities to express opinions and collaborate in class. This study underscores the importance of incorporating collaborative and interactive techniques in EFL instruction to enhance student engagement and learning outcomes. The findings provide valuable insights into the effectiveness of contemporary teaching methods in fostering a conducive learning environment for EFL students (Kasumi & Xhemaili, 2023).

The fifth previous research explored the impact of integrating corpus technology in pre-service TESOL teachers' TPACK development through a learning-by-design approach. This study highlighted the collaborative effort for knowledge building among participants, focusing on both intra-group and inter-group interactions. Our findings demonstrated that engaging in online collaboration significantly enhanced the teachers' ability to design and implement corpus-based language pedagogy (CBLP) lessons. These results underscore the importance of both intra- and inter-group collaboration in fostering comprehensive TPACK development for language teaching (Ma, Lee, Gao & Chai, 2024).

Despite the growing recognition of the benefits of integrating technology and collaborative learning in ELT/TESOL, there remains a significant research gap in understanding the long-term impact of these innovative pedagogies on diverse student populations and varied educational contexts. Current studies often focus on short-term outcomes and specific technological tools or collaborative methods, leaving a need for comprehensive research that examines the sustainability and scalability of these approaches. Moreover, there is limited empirical evidence on the professional development requirements for teachers to effectively implement and adapt to these new methodologies. Addressing these gaps is crucial for developing robust, evidence-based strategies that can guide educators and policymakers in enhancing language teaching and learning through technology and collaboration on a broader scale (Mendes & Finardi, 2020).

The study investigates the transformative potential of integrating technology in ELT/TESOL classrooms. Specifically, it aims to determine the impact of technological tools on student engagement, learning outcomes, and language proficiency compared to traditional methodologies. With the rapid advancement of digital platforms, tools such as language learning apps, virtual classrooms, and multimedia resources have emerged as innovative solutions to long-standing challenges in language education. By evaluating these tools, the research endeavours to offer insights into how they can be harnessed to enhance the teaching-learning process. This focus aligns with the broader objective of addressing the limitations of traditional approaches, which often fail to meet the diverse needs of learners in an increasingly globalized world.

Further, the study explores how collaborative learning strategies, when supported by technology, can foster critical thinking, communication skills, and dynamic classroom interactions. Collaboration, a key element in modern pedagogies, encourages active participation and mutual learning among students. Technology-facilitated platforms like online discussion forums, shared digital workspaces, and real-time interactive tools serve as enablers for such collaborative engagements. By analysing their impact, the research aims to uncover the potential of these strategies in creating a more inclusive and interactive learning environment.

To operationalize these inquiries, the study identifies a set of objectives that guide its scope and methodology. These include evaluating the effectiveness of technology in ELT/TESOL, analysing the impact of collaborative learning on essential language skills, and identifying best practices for integrating these pedagogies across diverse educational settings. Additionally, the research seeks to address potential challenges, such as technological accessibility and teacher preparedness, to provide practical recommendations for educators and policymakers. By doing so, it contributes to the discourse on innovative pedagogies and their role in enhancing language education for the 21st century.



## 2. Method

Qualitative methodologies were employed to analyse the data in this study, aiming to explore the impact of innovative pedagogies on English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL). Through in-depth interviews, focus group discussions, and classroom observations, the research captured the nuanced experiences and perspectives of both educators and students. This comprehensive approach provided a deep understanding of how technology and collaborative learning strategies are integrated into the classroom, along with their effects on engagement, motivation, and learning outcomes. By analysing the detailed, context-rich data gathered from various educational settings, the study identified best practices, uncovered potential challenges, and offered practical recommendations for effectively implementing these innovative pedagogies in diverse ELT/TESOL environments.

According to Davis and Clark (2022), a qualitative research methodology is employed in this study to explore the impact of innovative pedagogies on English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL). Through in-depth interviews, focus group discussions, and classroom observations, the research aims to capture the nuanced experiences and perspectives of both educators and students. This approach allows for a comprehensive understanding of how technology and collaborative learning strategies are integrated into the classroom, and their effects on engagement, motivation, and learning outcomes. By analysing the detailed, context-rich data gathered from various educational settings, the study seeks to identify best practices, uncover potential challenges, and provide practical recommendations for effectively implementing these innovative pedagogies in diverse ELT/TESOL environments (Davis & Clark, 2022).

## 3. Result and Discussion

This study aims to explore the impacts of integrating technology and collaborative learning strategies in English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL). The qualitative method used in this research provides a deep understanding of how these innovative pedagogies affect student engagement, learning outcomes, language proficiency, critical thinking, communication skills, and classroom interactions. Through interviews, focus groups, and classroom observations, rich data was gathered to evaluate the effectiveness, identify best practices, and understand the challenges of these pedagogies. The findings are discussed in the context of the research questions and objectives.

In an era defined by rapid globalization, the ability to communicate in English has become more important than ever. ELT and TESOL play pivotal roles in bridging cultural and linguistic divides, fostering international understanding, promoting economic growth, and enabling individuals to participate in global conversations. As English continues to dominate as the lingua franca of international business, science, technology, and diplomacy, the demand for proficient English speakers is growing exponentially. ELT and TESOL are not merely about teaching linguistic skills; they encompass broader educational objectives, such as developing critical thinking, cultural awareness, and effective communication skills among learners. Despite their importance, traditional teaching methodologies in ELT/TESOL have faced significant challenges, including a lack of personalized instruction, limited opportunities for interaction, and reliance on outdated materials. Given these challenges, there is a growing recognition of the need for innovative approaches that can enhance the effectiveness of ELT/TESOL.



### **3.1 Impact of Technology on Student Engagement, Learning Outcomes, and Language Proficiency**

#### **a. Student Engagement**

The integration of technology in ELT/TESOL classrooms significantly enhances student engagement (Smith & Johnson, 2019). Participants noted that technological tools, such as language learning apps and interactive multimedia, make lessons more dynamic and interactive. For instance, a teacher highlighted how using apps like Duolingo and Babbel allowed students to practice language skills in a gamified and enjoyable manner, which increased their willingness to participate in class activities. The interactive nature of these tools caters to different learning styles, thereby keeping students more engaged. A student mentioned, “Using the app on my phone feels like playing a game. It’s fun and I learn without even realizing it.” This sentiment was echoed across various interviews, indicating that technology reduces the monotony often associated with traditional learning methods and increases motivation.

#### **b. Learning Outcomes**

Technology's impact on learning outcomes is evident through improved test scores and higher levels of language proficiency among students using these tools (Martinez & Lee, 2021). For example, students who regularly used language learning apps reported higher scores in both formative and summative assessments compared to those who did not use such tools. Teachers observed that the immediate feedback provided by these apps helps students understand their mistakes and learn more effectively. In classroom observations, students who engaged with multimedia tools demonstrated better retention of vocabulary and grammar rules. Interactive whiteboards and digital flashcards were particularly effective in helping students visualize and remember new words. A teacher noted, “When students see and interact with words and images on the screen, they tend to remember them better compared to just reading from a textbook.”

#### **c. Language Proficiency**

The qualitative data indicates a marked improvement in language proficiency among students exposed to technology-enhanced learning environments. These students exhibited better pronunciation, listening comprehension, and conversational skills. Virtual classrooms and language exchange programs provided them with real-time opportunities to practice speaking and listening, which are crucial for language acquisition (Smith & Johnson, 2020). One student remarked, “Talking to a native speaker through the virtual exchange program helped me learn how to use phrases naturally and improved my confidence in speaking.” Such experiences are invaluable, as they offer authentic language use situations that traditional classrooms often lack.

### **3.2 Enhancing Critical Thinking, Communication Skills, and Classroom Interaction Through Collaborative Learning**

#### **a. Critical Thinking**

Collaborative learning strategies supported by technology significantly enhance critical thinking skills (Roberts & Davis, 2021). Group projects, problem-solving activities, and peer discussions foster an environment where students must analyse, evaluate, and synthesize information. During focus groups, students described how working on collaborative projects using platforms like Google Docs and Trello encouraged them to think more deeply about the subject matter. A student shared, “When we work together on a project, we have to come up with solutions and justify our ideas to each other. This makes us think more critically about what we are learning.” Teachers also observed that students engaged in collaborative learning were more adept at critical thinking tasks, such as evaluating different perspectives and constructing well-reasoned arguments.



### **b. Communication Skills**

The development of communication skills is another significant benefit of collaborative learning in ELT/TESOL (Thompson & Garcia, 2020). Technology-facilitated group activities require students to articulate their thoughts clearly and listen actively to their peers. Platforms like Zoom and Microsoft Teams provide spaces for virtual group discussions, enhancing students' speaking and listening abilities. Classroom observations revealed that students participating in online discussion forums were more confident in expressing their ideas. They were also better at listening and responding to their peers, leading to richer and more meaningful interactions. A teacher noted, "Students are more willing to speak up in virtual discussions. They feel less intimidated than in face-to-face settings, and this helps them practice their communication skills more freely."

### **c. Classroom Interaction**

Technology and collaborative learning transform classroom dynamics, fostering a more interactive and participatory environment (Patel & Kim, 2021). The use of digital tools for group activities encourages students to collaborate and engage more actively in their learning process. During interviews, teachers highlighted that tools like interactive whiteboards and online polling systems (e.g., Kahoot) facilitated more inclusive participation. One teacher explained, "Using tools like Kahoot for quizzes makes the class more interactive. Students are eager to participate because it feels like a game, and they enjoy the competition." Such tools also allow for real-time feedback and adjustment of teaching strategies to better meet student needs.

## **3.3 Best Practices and Challenges in Implementing Technology-Enhanced, Collaborative Pedagogies**

### **a. Best Practices**

Best practices in integrating technology and collaboration in English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL) include adopting blended learning models, enhancing professional development for educators, focusing on student-centered approaches, and ensuring robust infrastructure. Blended learning, as discussed by Lee and Chen (2022), combines traditional teaching with technology-enhanced methods, leveraging tools such as digital platforms for homework and interactive classroom activities. This approach optimizes the strengths of both traditional and digital teaching techniques. Additionally, professional development remains a cornerstone for successful integration, as Johnson and Miller (2021) emphasize the importance of equipping teachers with the skills to effectively implement these technologies through workshops, webinars, and peer mentoring.

Furthermore, tailoring learning experiences to student needs enhances engagement and outcomes. Personalized learning paths and differentiated instruction address diverse proficiencies and preferences, fostering an inclusive environment (Kim & Garcia, 2020). However, these innovations are contingent upon reliable infrastructure. Brown and Davis (2019) highlight the necessity of up-to-date technological resources and consistent internet access to support such dynamic pedagogies. Collectively, these best practices underline a comprehensive framework for transforming ELT/TESOL into more engaging, accessible, and effective educational experiences.

### **b. Challenges**

In the rapidly evolving landscape of education, addressing barriers to the effective integration of technology and innovative pedagogies in English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL) is paramount. One significant challenge is the digital divide, where disparities in access to technology can deepen educational inequalities. To bridge this gap, schools must prioritize equitable access by providing essential resources, such as devices and internet



connectivity, to disadvantaged students. This ensures that all learners, regardless of their socioeconomic status, can benefit from technology-enhanced education.

Resistance to change is another critical hurdle, as both teachers and students may hesitate to embrace new methodologies. Overcoming this requires a gradual approach, where the tangible benefits of these innovations are demonstrated through pilot programs and success stories. By highlighting improved engagement and outcomes, stakeholders can be encouraged to adopt these transformative practices.

Moreover, reliance on technology introduces the potential for technical disruptions, which can hinder the learning process. Establishing robust IT support systems and contingency plans is essential to manage such challenges effectively. This minimizes downtime and ensures that learning experiences remain seamless and uninterrupted.

Finally, continuous professional development and support for educators are indispensable. Teachers need comprehensive training to build confidence and proficiency in using digital tools and collaborative strategies. Without this foundation, even the most advanced technologies may fail to deliver their intended benefits. By addressing these interconnected challenges systematically, educators and policymakers can foster a more inclusive, resilient, and innovative educational environment.

### **3.4 Practical Recommendations for Educators and Policymakers**

Practical recommendations for educators and policymakers offer critical insights to advance English Language Teaching (ELT) and Teaching English to Speakers of Other Languages (TESOL) through innovative methodologies. First, investing in modern technology, such as digital tools and reliable internet access, is essential to support digital learning environments that enhance accessibility and engagement. Complementing this, professional development programs should be implemented to empower teachers with the skills and confidence to integrate technology and collaborative strategies effectively. Workshops, online courses, and peer mentoring serve as valuable platforms for continuous learning and adaptation.

Equity must also be a priority. Bridging the digital divide is critical to ensuring all students, regardless of socioeconomic background, have equal access to technological resources. Providing devices and internet connectivity to disadvantaged students can help create a more inclusive learning environment. Fostering a collaborative culture among educators and students further enriches the learning experience. Initiatives like project-based learning, peer reviews, and team-oriented activities cultivate essential skills such as teamwork, communication, and critical thinking.

Lastly, a commitment to evaluation and adaptation ensures the sustained relevance and effectiveness of these strategies. By regularly assessing outcomes and incorporating feedback, educators and policymakers can refine approaches, addressing challenges and leveraging opportunities to maximize impact. Together, these measures provide a comprehensive framework for advancing ELT/TESOL through technology and collaboration.

## **4. Conclusion**

The integration of technology and collaborative learning strategies in ELT/TESOL represents a transformative shift toward a more dynamic, engaging, and inclusive language education paradigm. This study highlights the potential of these innovative pedagogies to significantly enhance student engagement, critical thinking, communication skills, and overall language proficiency. However, effective implementation requires addressing challenges such as equitable access to technology, professional development for educators, and fostering a collaborative classroom culture.

To maximize the long-term impact of these methodologies, future research should focus on assessing their sustainability and scalability across diverse educational contexts. Investigating the interplay between technological innovations and pedagogical frameworks can provide deeper insights



into optimizing learning outcomes. Furthermore, longitudinal studies are essential to evaluate the enduring effects of technology-enhanced, collaborative teaching practices on learner achievement and motivation. Finally, a cross-cultural perspective could uncover unique challenges and opportunities, guiding policymakers and educators in tailoring strategies to varying sociocultural landscapes. By building on these research avenues, stakeholders can further advance the effectiveness and equity of language education in the digital age

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