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**Effective use of Digital Tools and Applications in ELT Classroom**

Bakalářská práce

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V Olomouci dne 16.6.2024

Markéta Heisig Ostárková, DiS.

Chtěla bych poděkovat vedoucí mé bakalářské práce paní Mgr. Petře Charvátové za její odborné vedení, cenné rady a ochotu během zpracování mé práce. Dále také děkuji své rodině za jejich podporu po celou dobu mého studia.

## Anotace

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<b>Název práce</b>	Effective use of Digital Tools and Applications in ELT Classroom
<b>Zvolený typ práce</b>	Bakalářská
<b>Anotace práce</b>	Přehledová bakalářská práce pojednává o výhodách a nevýhodách digitálních nástrojů a aplikací a zkoumá jejich využití ve výuce anglického jazyka. První část se zabývá obecným popisem těchto nástrojů a klíčovými dokumenty digitálního vzdělávání. Druhá kapitola popisuje role a kompetence učitelů, které ovlivňují využívání digitálních technologií. Třetí část se podrobně zabývá konkrétními digitálními nástroji a aplikacemi a jejich výhodami a nevýhodami ve výuce základních dovedností v anglickém jazyce. Poslední kapitola pojednává o vnímání digitálních nástrojů učiteli a žáky a poukazuje na jejich efektivní využívání.
<b>Klíčová slova</b>	Digitální technologie, aplikace, vnímání učitelů, vnímání studentů, dovednosti
<b>Anotace v AJ</b>	The bachelor thesis discusses the advantages and disadvantages of digital tools and applications and explores their use in ELT classrooms. The first part deals with a general description of these tools and the key documents for digital education. The second section describes the roles and competences of teachers that influence the use of digital technologies. The third section looks in detail at specific digital tools and applications and their advantages and disadvantages in teaching essential English skills. The last section discusses teachers' and students' perspectives on digital tools and highlights their effective use.
<b>Klíčová slova v AJ</b>	Digital tools, applications, teachers' perception, students' perception, skills
<b>Rozsah práce</b>	44
<b>Jazyk práce</b>	Angličtina

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## **Introduction**

We live in a world of growing technologies so contemporary society is always under the development of modern technologies. This includes different types of technologies such as websites, digital platforms, applications, and social media (Černá et al., 2022, p. 15). Over time, they have become part of our daily lives and are an indispensable element for many people who find it difficult to live without them. The rise in the use of digital tools and applications has completely transformed and shifted various aspects of our lives and it has affected the way we approach both personal and professional tasks. As a result, the proficient usage of digital tools and applications is not merely a convenience but a crucial necessity for success in future careers, education and personal growth. The technologies have improved the efficiency, productivity, and connectivity of the modern workplace.

The same has been the case for education, which has changed significantly due to the integration of digital technologies. Digital tools and applications bring along new opportunities to develop innovations in teaching methods that can improve the entire learning process. The tools also provide access to a significant amount of information and resources that were previously unavailable to students. This gives students a broader perspective on the contents of the lesson. Online learning platforms, interactive educational software and applications provide students with accessible and personalized learning experiences that can be tailored to diverse needs and learning styles. Features such as interactive quizzes, instant feedback or creative templates can keep students highly engaged. In such a way, educators have a chance to create a more dynamic class environment, easily capture students' attention, motivate them and actively encourage their participation (Gunuç, 2018, p. 1).

However, the integration of technologies into the educational process is a complex task. It requires careful planning, strategic implementation and a thorough understanding of the educational objectives and the available digital tools and applications. For a start, teachers should clearly set the educational goals they want to achieve through the use of technology. Then, they should develop an effective strategy that explains how and when to use such digital tools to help their teaching process and maximize its benefits. Without proper planning, the digital tools can be integrated and then fail to offer a meaningful contribution to the teaching and learning process (Gunuç, 2018, p.2). Another important factor is the digital literacy of

teachers. Educators should actively participate in professional development sessions, seminars and workshops which help them to improve their knowledge and skills (Anggeraini, 2020, p. 169).

Digital tools and applications have also significantly shaped English Language Teaching (ELT) and thus give possibilities for new approaches for both teachers and students. This integration provides students with more flexibility to use the materials and access resources from anywhere. This benefit can be saving on costs and at the same time make foreign language learning more effective and create a better study environment (Kumar et al., 2022, p. 53). Moreover, these technologies have an effect on students' essential linguistic skills including listening, reading, speaking and writing.

The aim of the bachelor thesis is to compare the advantages and disadvantages of digital tools and applications in teaching essential English skills (listening, reading, speaking and writing) as well as to introduce the use of technology in English teaching and learning. The aim of the bachelor thesis is specified in the following objectives:

1. To identify the advantages and disadvantages of the use of digital tools and applications in ELT classroom.
2. To identify how to integrate technology effectively in ELT classroom.
3. To identify how digital tools and applications help in enhancing language skills from teachers' and students' perspectives.

# **1 Digital learning**

In the first chapter of my thesis, I discuss the evolving society and new requirements of the school environment. I point out the need for further education of the teachers to keep up with students' knowledge of technologies and get to know the basic concepts of cybersecurity. I establish the definitions of the terms digital tools and applications which are used throughout my whole thesis. I examine the official documents describing the Czech schooling system and the changes it will go through in the upcoming years.

The concept of learning extends far beyond the boundaries of traditional schooling and formal education. It is a constant and dynamic process that lasts all our lives. Whether in physical or virtual spaces, learning takes on diverse forms and can occur in many contexts (Zounek et al., 2021, p. 69).

The long-term plan of education and development of the education system of the Czech Republic (2019-2023) emphasizes the necessity for the education system to adjust to a rapidly changing societal landscape brought about by information and digital technologies. This adaptation involves preparing teachers systematically, equipping schools with necessary tools, and integrating essential concepts like information literacy and cybersecurity into curricula (MŠMT, 2019, p. 20). According to Práger and Řeřicha (2009, p. 7), the schools underwent a significant change where the textbook-based environment was changed to the environment with digital tools. As students are exposed to the digital world on a daily basis, traditional teaching methods and textbooks appear outdated to them.

## **1.1 Digital tools and applications**

In the contemporary, dynamic labour market, lifelong learning is indispensable mainly when work is based on knowledge. The capability of communicating efficiently and cultivating "relationship capital" became crucial to succeed in the knowledge economy, often realized through interactions facilitated by Information and Communication Technologies (ICT). In our constantly changing society, it is crucial to always upgrade and broaden new skills. It means to be committed to ongoing learning to keep up with the changing demands of our knowledge-based world (Punie, 2006, p. 24).



There are different ways to define the terminology when describing digital technologies. As examples of digital technologies, we can include laptops, computers, smartphones, and tablets (Bui, 2022). Thanks to these technologies digital tools like applications, software, programs and online platforms can be utilized (Moorhouse and Yan, 2023, p. 1). According to Černá et al. (2022, p. 15), given the predominant utilisation of technologies within the online domain, the term "online technologies" or "online tools," encapsulates a diverse array that encompasses various websites, online platforms, applications, and social networks.

## **1.2 Key documents for digital education**

The key document for modernising Czech education for 2020-2030+ is called Strategy for the Education Policy of the Czech Republic up to 2030+. The Strategy highlights the significant role of education in the economic and societal transformation caused by digital technologies. Emphasis is placed on integrating digital literacy and computational thinking in education, supporting teachers' digital competencies, and addressing inequalities to prevent a digital divide among pupils. The document also accentuates technology's potential to enhance teaching efficacy, catering to individual needs, and fostering increased learning autonomy, focusing on ensuring equitable access to digital education for all students (MŠMT, 2020, p. 32).

The Framework Education programme for Elementary Education states, that one of the aims of elementary education is to help navigate students in the digital environment and guide them towards safe, confident, critical, and creative use of digital technologies in their work, learning, free time, and engagement in society and everyday life. (RVP ZV, 2021, p. 9).

As per the thematic report of the Czech School Inspectorate from 2017, it was revealed that the current landscape of utilizing digital technologies in education presents several challenges. These include ineffective conceptual frameworks and funding mechanisms, inadequate staffing levels, outdated computer equipment, and restricted connectivity (Czech School Inspectorate, 2017, p. 21-23). This assessment underscores a pressing need for improvements in these areas to ensure the effective integration of digital tools in educational settings (Kopecký et al., 2021, p. 13). According to the Annual report of the Czech School Inspectorate (2022, p. 274), 46,5% of teachers in primary and lower secondary schools effectively utilize digital tools, whereas only 11% of all students demonstrate effective use of

digital technologies. Additionally, digital technologies were completely unavailable in 19,7% of schools (Annual Report of Czech School Inspectorate, 2022, p. 274).

The COVID-19 pandemic of 2020 caused a big change in how digital technologies are integrated and used in education by teachers. E-learning started to be widely used in primary and secondary schools and many teachers needed to adopt online tools designed for distance learning which are tools they had not previously used regularly (Kopecký et al., 2021, p. 11).

The chapter reflects on society and the upcoming changes in Czech education. The research cited indicates that almost half of the participating teachers incorporate online tools in their lessons and only a limited number of their students use the technologies effectively. I also mention the impact of COVID-19 on Czech schools and lessons that moved even faster to bring digital technologies into education. This change describes the need for further teacher training and curriculum development. All these changes finally require collaborative efforts so that digital education can be available to all students.

The ChatGPT tool (GPT3,5) was used to edit the text in chapter 1.2.

## **2 Teaching English with digital tools and applications**

In this section, I discuss the teaching of the English language with the use of digital tools and applications. I explore the key role of information and communication technologies (ICT) and the need for teacher's involvement in the topic. I emphasize the need for the development of teachers' digital competencies, which are necessary in modern life. I also distinguish the difference between digital natives and immigrants.

In recent years, information and communication technologies (ICT) have garnered heightened acknowledgement as fundamental constituents within the realm of education. The discernible influence of technology on the ELT is hardly unexpected. The extensive array of digital resources and English learning applications has profoundly augmented interactions and communication within this field. Technologies and teaching English as a second language are rapidly changing and growing. Based on Amin's paper (2019) and the literature he used; technologies help students expand their skills. It has affected many different areas such as teaching methods, assessing learners' progress, and the development of new principles in the teaching and learning processes of language (Amin, 2019, p.2).

### **2.1 Teachers Competences**

Educational goals are evolving rapidly like the needs of our modern world. The demands of our educational system have changed, and it is up to teachers to navigate these changes effectively. Teachers should continually develop their professional competences in such a way they are prepared to support the learning of their students in a dynamic educational environment (Selvi, 2010, p. 167).

Teachers' competences are more than just what is in the textbooks. It is a mix of their knowledge, skills and personal attributes. Teacher competence embodies the teacher's capacity for guiding students through the journey of learning to cultivate remarkable individuals. This ability comes from four essential competences: pedagogical, personal, professional, and social. These abilities collectively shape the teacher's impact on the lives of their students. The professional competence of educators can be divided into five distinct facets: proficiency in a structured body of knowledge, capacity to employ practical experience relevant to the subject area, skill in adapting and applying knowledge within the subject of study, capability to merge

interdisciplinary knowledge and establish connections between subjects and proficiency in utilizing information and communication technology to its full extent (Tazitabong, 2021, p. 102). Additionally, according to Kay (2006), teachers proficient in ICT positively influence pupils' subject-learning processes, fostering critical thinking towards the organization and integration of digital technologies in education (Kay 2006, p. 385).

## **2.2 Digital Natives and Immigrants**

The digital age has brought about a new era of technical influence on many aspects of our lives, transforming everything from computer games to tablets and applications (Kesharwani, 2020). Prensky (2001) defined that digital natives are those who have been using computers, video games and the Internet since they were born. The phrase Net Generation is occasionally employed as well (Hartman et al., 2007, p. 66). As per Oblinger and Obliger (2005), people born between 1982 and 1991 are classified as belonging to the Net Generation, having been immersed in various technological tools. They are reportedly captivated by new technologies, which purportedly influence their cognitive processes, behaviours, and learning approaches. People who weren't born into the digital realm but later embraced its many facets are known as Digital Immigrants. On the other side, Kirchner and De Bruyckere's article (2017) offers empirical evidence indicating that the concept of a digital native, presumed to be naturally proficient in handling information due to growing up in a digital era is unfounded. It means that the development of abilities necessary to enable them to learn effectively and efficiently while constructing knowledge is missing. Digital natives cannot process dual tasks faster or multitask better than digital immigrants.

Valtonen et al. (2011) conducted research assuming that Finnish teacher education students, being part of the Net Generation, would naturally incorporate characteristics of their digital upbringing into their teaching. However, their findings suggest that these assumptions about future teachers' new or different abilities and skills are highly debatable. The assumption that this generation would automatically adopt new approaches in their teaching also proved that they mainly use social media passively to receive information rather than actively creating content or sharing resources. Instead, what researchers discovered was that students leaned towards traditional teaching methods while also integrating a little bit of digital technologies.

Research conducted by Černá et. al (2022) involving future English teachers from Palacký University Olomouc, Masaryk University in Brno and the University of Pardubice

reveals that the most frequently used online technologies are Google, YouTube, and social networks like Facebook and Messenger. Overall, these future teachers of English use online tools for learning and personal purposes on average for about five to 110 minutes daily. The study also adds that most future teachers are eager to become educators, often because they enjoy working with children. They would also like to use digital tools in teaching, especially platforms with which they are familiar and which they use like YouTube and Google. Additionally, they are keen on incorporating interactive tools like Kahoot, Wordwall, and Quizlet into their classrooms (Černá et. al, 2022, p. 53).

### **2.3 Teachers' Digital Competences**

European Framework for the Digital Competence of Educators – DigCompEdu (Černý, 2023), provides a structure to enhance the digital proficiency of educators across Europe including the Czech Republic. This Framework defines 22 fundamental digital competences tailored for educators, categorized into six areas (Černý, 2023, p. 7-8). The first area emphasises utilising digital tools in professional contexts and personal growth. The second area involves creating, sharing and distributing digital learning resources. Managing digital technologies within teaching and learning environments is the focus of the third area, while the fourth area covers digital assessment methods. The fifth area explores learner-centred teaching approaches using digital tools to enhance inclusion, and the sixth area outlines pedagogical skills necessary for nurturing students' digital proficiency, communication, and content creation. Collectively, areas two through five describe educators' digital pedagogical competence, encompassing the digital skills necessary for promoting effective, inclusive, and innovative teaching and learning methods. (Punie, et. al, 2017, p. 62)

The Framework Education programme for Elementary Education (2023) outlines the key competences pupils should gain, which include a mix of knowledge, skills, abilities, attitudes, and values crucial for their personal growth and integration into society. With the addition of digital competency in 2021, the programme specifies the expected capabilities of pupils upon completing elementary school. These encompass various aspects, such as proficiency in utilizing digital devices and applications, critically evaluating data, creating digital content, improving work quality, keeping up with new technologies, and carefully assessing their benefits and drawbacks. Additionally, the programme emphasizes the importance of data security, as well as physical and mental well-being, while promoting ethical

conduct in the use of digital platforms for communication and information sharing. Teachers need to develop competences in these areas to effectively guide and support students in their digital learning journey. The global prevalence of English has led to the adoption of innovative teaching methods, impacting the incorporation of media technology in the classroom. How much are the media integrated varies, it depends on the country and its cultural context. The Eurydice report (2019) on 'Digital Education at School in Europe' indicates that many countries and educational systems are receptive to innovations, supported by numerous media tools provided by Ministries of Education. The Czech Republic is one of the countries that shows efforts and focuses on digital education, particularly in terms of educators' competence frameworks and the integration of digital competences into the educational system (Eurydice, 2019, p. 51).

## **2.4 The role of teachers and teaching methods**

The role of teachers is evolving, and they should adapt to new roles due to the integration of digital tools. Wheeler (2001) conducted research in elementary schools in the USA and primary schools in England mentioning the roles have changed concerning the use of technologies on several fronts. Firstly, teachers should adjust to the integration of Information and communication technologies (ICT) into their classrooms so they can keep up with new approaches and tools. Secondly, ICT will make some teaching materials and assessment methods look outdated, forcing teachers to change their approaches. In addition, ICT encourages the development of cooperative learning. Lastly, through the utilization of ICT students gain more responsibility of their learning so the teachers should guide them rather than direct them (Wheeler, 2001, p. 6). Teachers are not seen as the main source of knowledge but help students discover information by themselves, as well as highlight the importance of problem-solving skills in daily life. Educators' role now includes promoting creativity and initiative (Fitria and Suminah, 2020, p. 72).

Maňák a Švec (2003) distinguish three main groups of teaching methods: classical, activating and comprehensive (Maňák a Švec, 2003, p. 49). Each group includes different types of methods that can be used in the education process, and it is necessary to choose the correct one based on the needs of the students, the topic or the environment and the tools we have available. A method using digital tools can be a flipped classroom where educators try to

maximize students' engagement through active, self-guided learning and advanced technology. Before the lesson, students access online video lectures or tutorials to gain knowledge about the topic of the lecture and in-class focus on debates or problem-solving (Loizou, 2022, p. 2). Mehring (2016) sees YouTube videos or Kahoot! as effective tools for EFL flipped classrooms (Mehring, 2016, p. 6-8). Blended learning is another method that combines traditional teaching and learning with the integration of modern digital tools. Rahim (2019) in his study claims that blended learning can effectively enhance EFL education, as learners gain better language skills and feel more motivated than in traditional classrooms (Rahim, 2019, p. 1168). Digital tools and applications enhance learning and teaching through platforms that allow flexible, interactive and personalized education. Based on the facts mentioned, students can foster critical thinking, independence and continuous self-development which are essential qualities of modern individuals (Borzenko et al., 2024).

The second chapter discusses the impact of digital tools and applications on teaching, especially English Language Teaching (ELT). As tools are constantly evolving it is important that teachers also develop their competences. The teacher should be able to use these competences to have a positive impact on students. To see how quickly society is changing, it is good to know the difference between digital natives and immigrants. This division highlights the diverse technological proficiencies among students. Educators should continually expand their digital competences so that they are not left behind by their students who may often know more about technology than they do. A document of DigCompEdu clearly states teachers' digital skills. It closely focuses on the creation, sharing and management of digital resources, digital assessment methods and learner-centred approaches. Eurydice's report compared the use of technologies in European countries, where the Czech Republic demonstrated efforts to integrate digital tools. It also underlined the necessity of developing digital competences, not only for teachers but also for the students. Digitalization is also changing the teacher's role and methods of teaching, not to mention a whole new attitude towards students and the focus that becomes placed on modern world skill development.

The ChatGPT tool (GPT3,5) was used to edit the text in subchapters 2.2 and 2.3.

### **3 Digital tools and applications for ELT classroom teaching**

Chapter three delves into essential language skills - listening, reading, speaking and writing and their significance when learning English. In this part, I critically analyze the strengths and weaknesses of digital tools and applications when used in an ELT setting. In every subsection, tools are presented and their effect on language is supported by research findings. I also evaluate how the tools affect the output of the students. I also try to provide a comprehensive overview of their effectiveness and how to apply them in educational settings.

When we talk about the skills development in the English language, it is essential to consider each of the components that make up the ability to use the language. There are various educational tools tailored to each language skill available. Sharma (2009) claims that the incorporation of diverse digital tools has a significant impact on the learning processes associated with each skill of language acquisition.

#### **3.1 ELT Listening**

Teaching listening skills in English to EFL learners, especially those with limited language exposure, is challenging. Although crucial for effective communication, listening is often neglected in English classes at various educational levels because many course books or teachers do not pay attention to it (Gilakjani et al., 2016, p. 123). Technological advancements have introduced diverse approaches, including the use of audio materials like recorded speech, audiobooks, podcasts, conversations, and songs, to enhance listening skills in ELT instruction (Goh and Vandergrift, 2001, p. 9). Increasing the likelihood of accurately extracting information from a given message involves, according to Ur (1986), understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, and deciphering different accents (Ur, 1986, p. 11-13). To develop students' listening abilities, it is necessary to involve multimedia technologies in English lessons.

Basheer Nomass (2013) claims that using computers, broadcasting and CD players can improve listening capabilities (Basheer Nomass, 2013, p. 111). The computer-based listening provides students with visual and voice inputs, which can help with getting information and making understanding easier. It is necessary to choose suitable educational programs that correspond with the learners' English level. The utilization of Computer-assisted language



learning (CALL) has the potential to enhance learners' enthusiasm for participating in listening exercises and enhance their ability to comprehend spoken language. Levy (1997, p. 1) defines CALL as "the search for and study of applications of the computer language teaching and learning." According to Khamkien (2012), was CALL seen as a tutor or tool, but it has developed into a virtual environment where learners can connect and collaborate with peers worldwide. Students can explore and manage their learning and build knowledge according to their interests and needs, which makes their experience more personalized and engaging (Khamkien 2012, p. 57). Grgurovic and Hegelheimer (2007) indicate that CALL contributes to the development of English as a Foreign Language listening skills (Grgurovic and Hegelheimer 2007, p. 62).

### **3.1.1 LyricsTraining Website**

Lyrics Training can be a useful website to practise listening skills for students of all levels and target languages. It is a free platform for pedagogical purposes (García, 2015, p. 12). The platform immerses users in the process of language acquisition by involving them in activities centred around music videos and lyrics from their chosen songs. It facilitates an interactive learning experience where users transcribe lyrics while simultaneously listening to the songs, earning points for accurate entries. Entered words are checked by the platform to make sure they are correct and to foster ongoing improvement in spelling. Additionally, it includes a competitive element as the users can save their scores and participate in competitions with others (Nguyen, 2023, p. 24). Based on research conducted by Dharmawan and Prischilla (2019) which involved thirty-four students with varying levels of English knowledge it was established that songs from LyricsTraining appear to be helpful resources for learning English. All of the respondents were interested in using this platform to improve their listening skills as it motivates them and is user-friendly (Dharmawan and Prischilla, 2019, p. 72). According to an open-ended questionnaire with English beginners at the Universidad Veracruz on the impact of LyricsTraining on listening comprehension, it was shown that students' pronunciation gets better. Students stated that by listening to other people pronounce the words, the music made it easier for them to understand what they meant to sound like. However, some of the participants had an issue with unknown words and their spelling that could prevent the completion of exercises (García, 2005, p. 8-9).

The research conducted among Sonata Dhorma University students mentions that one of the disadvantages of this application could be in appearance of disruptive commercials,

which make it difficult for students to focus on assigned tasks (Angelina, 2020, p. 21). Another downside is that there are cookies employed which track users' behaviour. Videos included on this website might contain some student-inappropriate content, so it is necessary to monitor and organize the lesson to prevent students from being exposed to it (Nguyen, 2023, p. 24)

### **3.1.2 TeachVid**

TeachVid can be helpful for language learners by offering interactive activities and resources to make learning engaging. It uses YouTube videos as its main resource and provides exercises such as text reconstruction, translation, multiple choice, and jumbled phrases. Rubio and Conesa (2022) see benefit for students in the possibility of choosing the exercise they want to do (Rubio and Conesa, 2022, p. 226). Teachers could benefit from the tools it offers for creating lessons from any video on the platform. It is also possible to share them with students and keep track of their progress (EPRA, 2023, p. 126). Mykytiuk et al. (2022) used TeachVid as a quiz tool in their study which has led to higher achievements among university students (Mykytiuk et al., 2022, p. 3).

### **3.1.3 Read Aloud**

Read Aloud is a Chrome extension that reads written text aloud. Through the accessible toolbar button, the program swiftly opens on any website and reads the information on the page for the students (Google, 2023). Although it is not flawless, artificial speech continually improves, which makes it a valuable tool for enhancing students' listening and literacy skills (Adipat et al., 2021).

### **3.1.4 Speak Pipe**

Speak Pipe is a website that allows students to record exemplary sentences or phrases for future reference which helps them in developing listening and pronunciation skills. It can be useful for students who have difficulties with typing and is also a good way of checking progress. This resource improves the ability to communicate and comprehend what they hear (Adipat et al., 2021, p. 140).

Speak Pipe is a technology that records sound so that English speaking skills can be improved as well. Students may assess their tone, accent or fluency by their self-check.

Speaking abilities increase confidence in public speaking or language study (Idrovo Maldonado and Fajardo Dack, 2024, p. 4). Research by Iza (2022) with students who have different levels of English proved that voice recordings improve fluency in speech, vocabulary and grammar (Vega Iza, 2022, p. 37).

### **3.1.5 Spotify**

Spotify application is another tool that can be used to boost ESL students' listening skills, making teaching more engaging and effective. It inspires students to improve their listening abilities, explore foreign languages and feel driven to grasp and pronounce words correctly (Masbirorotni et. al, 2023, p. 2). According to Mailawati and Anita (2022), a lot of students enjoy streaming music on platforms such as Spotify to listen to music, which offers a valuable opportunity to sing along to a favourite chorus. This practice not only helps learning but also gives a sense of comfort and familiarity with music (Mailawati and Anita, 2022, p. 63). The research with Eleventh-grade Senior High School students showed that Spotify positively impacts listening skills and that the students' listening scores on tests are higher (Ilmi and Nurjati, 2023, p. 172). Suwarni et al. (2023) claim that Spotify enhances students' engagement in the learning process. According to their research, Spotify leads to a 72% improvement in listening skills (Suwarni et al. 2023, p. 644).

Some negative perceptions among students can be caused by difficulties in understanding accents, the pace of the speaker being too fast, unclear voice and the lack of comprehension caused by the absence of subtitles (Andayani, 2024, p. 255-256).

## **3.2 ELT Reading**

According to Constantinescu (2007), reading is the cognitive process through which a learner comprehends a written text. This fundamental input skill relies on the learner's vocabulary and background knowledge in the second language. One of the definitions of reading might be that it is an interactive activity that involves a constant interaction between the reader and the text, leading to automaticity or fluency in reading. In order to get meaning from the text, the reader actively engages in this interaction by using a variety of knowledge bases, such as linguistic or systemic knowledge (Alyousef, 2005, p. 64).

Recent findings indicate that students derive advantages from an instructional approach to text comprehension integrated with technological resources. Multimedia platforms,

electronic reference tools, and online repositories serve as a conduit for enhancing students' reading proficiencies. Websites specializing in English language instruction endeavour to imbue reading activities with elements of enjoyment while providing opportunities for the acquisition and application of specialized vocabulary. By incorporating English reading materials enriched with narratives or animated features, students demonstrate enhanced comprehension abilities and the capacity to interconnect acquired knowledge with their educational experiences. (Kumar et al., 2021, p. 56)

### **3.2.1 Vocab Stories**

Vocab Stories employs various narratives to boost reading skills. The app identifies and defines challenging words in the stories with a simple tap. After reading, learners can assess their vocabulary through an in-app test, and the score screenshot can be shared with the teacher via WhatsApp. The research with tertiary-level students from Kerala revealed that the Vocab Stories platform's social media integration fosters socialization and provides a stress-free environment that students appreciate (George, 2018, p. 99).

### **3.2.2 Newsela**

Newsela can enrich learners' knowledge across diverse subjects with updated articles featuring advancements in science and education. Its features, including annotation, level adaptation, and comprehension questions, cater to language learners of varying proficiency levels. Teachers can establish virtual classes for students to access level-appropriate reading materials. By improving reading and critical thinking the students can reach five different degrees of difficulty (Housel and Oranjian, 2021). The English studies participants of Bouhafa and Hochberg's study (2022) stated that Newsela has made it easier for them to plan their learning, set appropriate learning targets and work towards reaching those goals (Bouhafa and Hochberg, 2022, p. 59). Riadil and Romahdon (2020) conducted research with digital native students on the benefits of Newsela. According to the data, the majority of the students believe that Newsela helps them read better. Additionally, 86,3% of respondents also claim that by reading the articles their vocabulary gets enriched (Riadil and Romahdon, 2020, p. 45-46).

On the other side, there might be some limitations to this platform. In summary, the teachers are not able to monitor students' progress and the systems' feedback might not be

sufficient as the students get only correct and incorrect responses highlighted (Nushi and Fadaei, 2020, p. 245).

### **3.2.3 ReadWorks**

ReadWorks is an online resource for students of all ability levels that offers a variety of reading exercise regimens to improve reading abilities. Through the use of modern educational training, the platform seeks to enhance reading comprehension in the classroom. ReadWorks is an easily navigable platform for educators to establish accounts and access a variety of passages, assessing reading comprehension through multiple choice and short written response questions and vocabulary reinforcement. Pupils have the autonomy to select from a curated selection of assessments authorized by the educator, tailored to their grade level or current reading proficiency (Fithriyah, 2021, p. 237). With ReadWorks, teachers may keep an online library of items they have used and give comments on them. The exercises are grouped for sequential instruction across grade levels (Hethesia et al., 2021, p. 877). Research with students in grades 1-6 from the USA confirmed that regular use of ReadWorks has a positive impact on students' scores in standardized reading tests which suggests that the platform influences reading comprehension. Thanks to the split screen platform's feature where students can see the article and comprehension questions students can read more efficiently. By reducing demands on their attention and it gives them more time to work on the questions after finishing their reading. Visual reading aids like text enlargement, paragraph numbering and a guided reading strip may aid the readers' attention, focus, memory and comprehension. The study confirmed that these features gave special needs students the necessary support and were utilised by them on an equal basis with others (Tare and Jackson, 2022, p. 184).

Challenges encountered by students while using ReadWorks might include difficulties with internet connection that can lead to data loss and repetition of previously done tasks. Furthermore, learners could perceive reading from a screen as more difficult and tiring than from a printed version (Fithriyah, 2021, p. 237).

### **3.2.4 Quizziz**

Fadhilawati (2021) claims that Quizziz adds game components into a learning environment and through features like avatars, music, and memes it creates an interactive setting for students. Memes allow for instant feedback, which adds a layer of enjoyment to the learning process (Fadhilawati, 2021, p. 66). The benefit for teachers is seen in the ability to track students' progress and access quiz summaries, enabling them to provide personalized feedback. Basuki and Hidayt (2019) also claim that Quizziz is a great educational tool for classroom quiz games that enable teachers to monitor students' progress in reading skills (Basuki and Hidayt, 2019, p.7).

The research based on data synthesis by Pradnyadewi and Kristiani (2021) on the topic of using Quizziz to improve reading skills showed that it facilitates the enhancement of reading skills by providing real-time progress updates that allow the customization of learning activities and delivering comprehensive analysis of student responses. The engaging learning environment encourages more frequent reading, which in turn improves comprehension. It also contributes to the development of reading skills through targeted skimming and comprehension exercises. It displays rankings that motivate students and foster a desire for continuous improvement in their reading abilities (Pradnyadewi and Kristiani, 2021, p. 3-5).

Zuhriyah and Pratolo (2020) explored Quizziz as an assessment tool in English and pointed out that students felt time pressure to answer the questions as quicker responses usually lead to higher scores. Effective participation in Quizziz is determined by a stable internet connection (Zuhriyah and Pratolo, 2020, p. 5313).

## **3.3 ELT Speaking**

Speaking is important on a global scale as it is used as an effective communication tool. It is not possible to achieve our targets and purposes without properly using it (Rao, 2019, p. 8). However, mastering English speaking includes a multifaceted understanding encompassing aspects such as pronunciation, grammatical structures, vocabulary, fluency, and comprehension (Leong and Ahmadi, 2017, p. 35). Fortunately, English serves as a universal language, allowing people from different regions, states, countries, and continents to interact seamlessly. Consequently, speaking skills are considered the most important in developing proficiency in a foreign or second language among the four key language skills (Rao, 2019, p. 8). According to

a study by Paneerselvam and Mohamad (2019), the majority of English learners continue to have problems with speaking, which is necessary for professional development and the ability to work as a part of a team. Rao (2019) also highlights the importance of speaking for future careers as effective communication can lead to greater career possibilities. Speaking in classrooms helps students acquire the language and achieve success in delivering speeches, debates and building self-confidence (Rao, 2019, p. 6).

There might be some challenges affecting the speaking skills of ELT students as some of them struggle with speaking in front of the class and can feel unmotivated, worried or it can higher their anxiety level. Another aspect affecting their performance can be a lack of vocabulary and their inability to explain what they want to say. Based on these factors Paneerselvam and Mohamad (2019) say it is important for teachers to face these issues and change the approaches in the education process. It can include using social media, discussions, and games as they can make the lessons more fun and help the students overcome their fears of speaking in the classroom.

### **3.3.1 Duolingo**

Accessible on several platforms, including websites and mobile devices, Duolingo is a free online language-learning programme. Duolingo employs gamification strategies to monitor user progress and attention using measures such as time spent, streaks, points earned and course summaries. The four English language proficiency skills reading, writing, speaking, and listening are by using immediate feedback, interactive exercises and spaced repetition. It incorporates a variety of learning activities, such as quizzes, short texts, and pronunciation tests (Tiara, 2021, p. 691). Most students agree that Duolingo is a helpful tool for improving English language proficiency, according to a study on the application's impact on speaking skills. The improvement was clear, especially in speaking test results. Additionally, it also implies that students could expand their vocabulary (Syafrietal et al., 2022, p. 1048). Another research with 28 male students who were using Duolingo an hour daily for four months showed it is effective in enhancing speaking proficiency. Compared to individuals in the control group, the research participants were able to talk more fluently and with complete confidence. Furthermore, study participants used well-constructed sentences, expanded their vocabulary and always came up with substitute words instead of repeating themselves (Alfuhaid, 2021, p. 12).

As with any other online platform connection problems can cause difficulties while assessing students' speaking skills (Santosa et al., 2023, p. 47).

### **3.3.2 YouTube**

YouTube is an online platform that provides entertaining videos but can also be used as an educational medium providing a variety of instructional videos suitable for beginners, intermediate or advanced students—numerous resources aid in improving learners' proficiency in the target language. The speaking skills can be enhanced by listening to videos made by native speakers or by commenting on their peers' videos uploaded online (Kristiani and Pradnyadewi, 2021, p.10). The research by Kristiani and Pradnyadewi (2021) examining the effectiveness of YouTube on speaking skills showed that it has a positive effect on introverted students who are not comfortable speaking in front of a full class and also allows leaving feedback by friends, teachers or other peers (Kristiani and Pradnyadewi, 2021, p. 10). Content making on YouTube is seen as one of the biggest benefits that has a major effect on students' speaking skills (Tristiana and Swondo, 2020, p. 156).

On the other side, we can detect some disadvantages of using YouTube as a learning tool as students might get distracted by popular videos with unrelated topics, non-skippable advertisements could disrupt their concentration or there might be problems with connection with the internet causing slower loading of the videos (Meinawati et al, 2020, p. 9).

### **3.3.3 Kahoot!**

Another game-based tool that can be used during ELT lessons is Kahoot!. This platform offers multiple options of learning games that can be used to compare students' understanding, introduce new topics of the lesson or engage students in a class discussion (Graham, 2015, p.6). Based on literature review research by Wang and Tahir (2020) on 93 different studies it was concluded that Kahoot! had in the majority of the cases beneficial impact on learning than traditional education. It also favoured classroom dynamics and had a positive impact on its environment and interactions between students and teachers. Thanks to the anonymity of the student the pressure of answering the questions wrong or making the mistake was lower. It had a beneficial effect on students' anxiety, eased the tension and helped timid students to participate as well. Licorish et al. (2018) also highlight the benefit of instant feedback, easy and intuitive use of the website, and the possibility to motivate students to share their results with



their peers or other members of Kahoot! community. They also say that gamification can enhance preparation before the class. Yürük (2020) also claims that Kahoot! Improves students' pronunciation skills which is one of the important aspects of English-speaking ability (Yürük, 2020, p. 146). The study on Kahoot! improving vocabulary at Widya Dharma University also has shown that thanks to an enjoyable learning experience, motivation and engagement with videos and pictures students effectively improved their vocabulary (Sibatuara, 2021, p. 40).

On the contrary, Wang and Tahir (2020) also mention some limitations of Kahoot! That could arise while using this platform. From the students' point of view, the difficulties may occur because of unreliable or slow internet connections or because of the issues of digital technology. They sometimes also felt pressured by time for answering, inability to change answers after submission or fear of losing. On the other side, some of the teachers might find it difficult to adjust questions and timing or to create appropriate content. Since the score is based on students speed the game can sometimes lead to guessing and not thinking through the answers by students.

### **3.4 ELT Writing**

For ELT students, the writing process poses considerable challenges, requiring proficiency in tasks such as idea generation, organizational structure, and meticulous application of grammar and vocabulary. The enhancement of writing skills for ELT students can be achieved through various technical approaches like the use of computers, writing emails or use of internet text-chatting (Basheer Nomass, 2013, p. 114). Rao (2019, p. 82-85) states that to achieve effective writing in ELT classrooms it is necessary to follow various aspects that lead to improvement. To become good writers teachers should focus on good comprehension of grammar and vocabulary, teach about the basic structure of essays, interest students in current and relevant topics to write about, and motivate students by using innovative methods. Incorporating digital tools and applications has positive effects on students' motivation, helps them to develop their writing based on their individual needs and ensures that students not only memorize the information but are also able to apply their skills in real-life situations (MD Yunus et al., 2013, p. 4-5).

### **3.4.1 Grammarly**

Teaching tool and grammatical feedback provider Grammarly is another learning aid for ESL students. The system automatically finds errors in grammar, spelling, punctuation, word choice and style. The findings of research by Ghufroon and Rosyida (2018, p.395-396) showed that the system positively impacts students by reducing errors in vocabulary usage, grammar, spelling and pronunciation. It also encourages students to become more independent by prompting them to evaluate their work based on the feedback provided by the system. The positive impact on writing skills was conducted by Alam et al. (2023). Researchers claim that students who use Grammarly improved their writing, especially in areas like plural, progressive forms, and past tense and their errors decreased (Alam et al., 2023, p. 2). Moreover, Maulidina and Wibowo's study (2022) states that Grammarly encouraged students to edit and critically analyze their own work, which helped them become autonomous and self-directed learners. It also reduced punctuation, grammatical, and vocabulary problems in usage (Maulidina and Wibowo, 2022, p. 187).

However, some flaws may appear including mistakes in its feedback and restricted capabilities that prevent it from delivering detailed assessments of student writing (Huang et al., 2020, p. 42).

### **3.4.2 Andy English Bot**

Andy English Bot is a messaging system where a student can communicate with a robot. This application helps with learning English grammar and vocabulary, which are necessary for developing writing skills. It is possible to practise English at any time and improve overall proficiency (Forsia et al., 2023, p. 128). In this application, Andy behaves as a teacher, helping students to pick up new vocabulary and grammar at an appropriate level. Jung (2019) claims Andy English bot has an extensive vocabulary and sentence structure so it can have conversations even with advanced learners (Jung, 2019, p. 79). Andy English Bot is a chatbot which means it is a tool that allows language learners to practise English (Wahyuni, 2022, p. 64). According to a survey in Malaysia among 360 undergraduate students on the use of Chatbots in English language learning students could practice and communicate the target language effectively. The study showed that working in an environment with technology fosters cognitive growth and knowledge construction (Annamalai et al., 2023).

On the other hand, it is still a conversation with a robot so there might be some out-of-context responses and repetition of prepared answers which could disrupt the conversation (Jung, 2019, p. 81).

### **3.4.3 Canva**

Another online platform that can be used to improve students' writing is Canva. It is a design tool where the students can create all sorts of projects from blog and social media designs to CVS and essays. (Jumani, 2021, p.61). This easy-to-use platform offers students a variety of templates that can be customized which nurtures their creativity (Andriyanti, et al. 2023, p. 124-126). The templates are shown as useful not just for students but also for teachers who can focus more on grammatical feedback and save some time creating the materials. However, educators who use Canva should carry out at least some digital competences to be able to navigate their students through this application and effectively incorporate it into the educational process (Hadi et al., 2021, p. 233).

Based on the results of research on Canva's impact on students' writing skills it was concluded that students find the platform helpful, more engaging and stimulating for their creativity. Thanks to a huge variety of graphics and letter alternatives it makes the writing process more inspiring and enhances writing proficiency (Jumani, 2021, p.64). Research conducted on 41 students in class 9 by Hadi et al. (2021) also supported the positive outcomes. When examining the difference between the pre-test and post-test it revealed a clear improvement in the students' writing abilities, as well as encouragement to keep becoming better (Hadi et al., 2021, p. 233).

The study on college students' perception of using Canva in English writing class also highlighted a few drawbacks of the application. Some of the students said that Canva's dynamic layout sometimes takes over their concentration from the actual work which makes it hard to manage time they have appropriately. The other issue considers mainly the new users who struggle to figure out how to use the application effectively (Priyatna et al. 2023, p. 14).

In the third chapter, I analyse the importance of developing essential skills in the English language. During my research, I have found out that many digital tools and applications improve each skill individually or have an impact on multiple aspects. Teaching listening is challenging, and it usually gets less attention during the lessons so it might be difficult for

students to improve this skill. However, thanks to technology there are multiple ways how to enhance it such as podcasts, audiobooks and songs provided by the LyricsTraining and TeachVid websites that keep the students engaged and boost their listening and pronunciation. Multimedia and digital tools can also enhance reading skills. These tools provide interactive, adaptive reading exercises, engaging content and can give immediate feedback to students. I specified the advantages and disadvantages of Vocab Stories, Newsela, ReadWorks and Quizziz. Speaking is a complex skill involving pronunciation, grammar, vocabulary and fluency which can be improved by tools like Duolingo, YouTube and Kahoot!. These tools make learning engaging, effective and create a positive classroom atmosphere. Digital tools like Grammarly and Andy English Bot give feedback and practice opportunities for writing so the students can improve on their own. Canva on top of that provides creative design options and templates that make writing tasks more interesting and visually appealing.

The ChatGPT tool (GPT3,5) was used to edit the subchapters.

## **4 Perspectives on using digital tools and applications**

In this chapter, I explore various perspectives on using online tools and applications in ELT classrooms. I consider the positive and negative aspects of these tools and applications and also compare their effectiveness based on different studies. I include insights from students and teachers, analyzing the effects it has on the effective development of essential language skills like speaking, reading, writing and listening.

### **4.1 Teacher's perspective**

Rapid advancements in technology offer endless opportunities to enhance the educational experience through digital tools. It is essential that educators explore and optimize these tools to create learning environments that cater for the needs of modern students. Digital tools make lessons more engaging and also promote a dynamic and interactive learning atmosphere which enriches the educational process (Sim and Ismail, 2023).

Several factors affect the usage of digital tools in the classroom. One of them is teachers' beliefs in technology and its effectiveness. A study conducted by Judson (2006) explored the relationship between the teachers' beliefs about technology integration and their actual implementation of technology in the classroom. Based on thirty-two respondents participating in the study there is a notable discrepancy between belief system and action in the classroom (Judson, 2006, p. 581). Gilakjani (2016) in his article concludes that understanding teachers' beliefs is crucial for enhancing their computer technology skills and classroom utilization. It is necessary to focus on teachers' motivations and the characteristics of technology that appeal to them (Gilakjani, 2016, p. 128). Another important aspect influencing the usage of technology is teachers training. A qualitative questionnaire held by Anggeraini (2020), points out to importance of educating teachers and actively taking part in professional development activities like seminars, training sessions, and workshops that address the integration of English teaching and technology. Taking part in these programmes can enhance and broaden their expertise and abilities in this field (Anggeraini, 2020, p. 169).

To put it in a broader perspective the research conducted by Sim and Ismail (2023), by retrieving articles related to the use of digital tools among ESL teachers included factors that have the biggest influence on teachers. They see teachers' readiness with computers, their

beliefs about technology, the training and support they receive, their past experience, their attitudes toward innovation, and their perceptions of the benefits and challenges to contribute the most to the overall views on using digital tools in lessons. On the contrary, there are some challenges that make using digital tools difficult for teachers. The lack of digital skills might be one of the biggest issues. It is essential for English teachers today because using technology and communication tools to access information is nowadays common knowledge in schools (Anggeraini, 2020, p. 170). Other challenges can be seen in limited internet access and lack of facilities (Hadianti and Rohmah, 2021, p.234-241).

## **4.2 Students's perspective**

Same as in the previous paragraph 4.1 about teachers' perspective, the students have different points of view on digital tools and applications. Expanding students' access to digital tools within schools is frequently proposed to ensure equal opportunities for all. However, there are still disparities in digital usage and the ability to effectively utilize the potential of these tools (Dahlström, 2019, p. 1563-1581).

Students often use the digital tools and applications during the learning process. Based on Dabbagh et al. (2019), college students from the US find digital tools essential for effective learning and see them as an improvement in the educational experience. Furthermore, the integration of digital tools created according to students optimal and fun atmosphere. Despite occasional difficulties in getting on some of the platforms, the variety of learning choices prepared the students for diverse challenges and increased their interest. It was determined that students' understanding and positive results were accomplished (Irzawati, 2021, p. 136).

The international qualitative study by Riboldi et al. (2024) examined the effect that digital tools may have in supporting the mental health of university students. It was established that the tools offer benefits like accessibility and anonymity that address specific student needs. From students' perspective social media, mobile apps, and podcasts could incorporate relevant mental health content like psychoeducational interventions and peer support. Some limitations might be detected in engagement issues.

The research from the perspective of students with disabilities on digital tools by Fernández-Cerero et al. (2024) showed that they see numerous benefits and positive impacts.

They stated that they were more actively engaged in educational activities and collaborative interactions. Additionally, digital tools made the resources more accessible which improved their education and quality of life. Students with disabilities gained more equal and individualised access to the materials which developed their learning success.

### **4.3 Effectiveness of digital tools**

The researchers Abunowara (2014), MD Yunus et al. (2013) and Kumar et al. (2022) have different points of view on the effectiveness of using technologies in ELT classrooms. While teachers grow more skills and see the importance of technology use, it is important to make them focus on students. The student-centred approaches and their professional development should be supported by teaching methods (Ottenbreit-Leftwich et al., 2010). All of the essential skills get improved thanks to the usage of technologies. It motivates students by connecting the classroom with the outside world and presenting language in a comprehensive communicative context. Also, the usage of videos helps to combine visuals and sounds to present language in a realistic and authentic way. They are also seen as a valuable tool for cross-cultural comparison where students can learn from cultural behaviours while enriching their communication skills and cultural understanding. The key points for effective technology integration are based on the educator's assessment of students' technology readiness and tailoring technology use to individual needs with a student-centred approach. Technology should support English learning, enhance essential skills, promote critical thinking and facilitate cooperative learning. Teachers should plan the integration of technology meaningfully, understand basic digital language abilities and continuously update their own tech skills (Abunowara, 2014, p. 10). One of the other important parts is proper planning of the lessons so the learning outcomes are not harmed (Kumar et al., 2022, p. 54).

On the contrary, some of the literature highlights the disadvantages of using computer technology in education. The students might not take their work seriously and reading from screens could result in faster and more inaccurate content comprehension (MD Yunus et al., 2013, p. 122). Abunowara (2014) in his article also includes attitudes and comments of teachers from different research. He claims that some teachers are strictly required to follow the textbooks, which is seen as limiting their creativity with methods and tools. Some teachers believe that using a textbook is sufficient however technology is intended to complement traditional coursebooks not to replace it. A lack of technology training in ELT classrooms leads

some teachers to feel technology is unnecessary or that they lack the skills to use it. Despite this, many educators are familiar with basic digital tools which are more than enough for starting technology integration. Teachers may also feel intimidated by students' superior tech skills, but they can also use their help during the classes. The last issue could be seen in the preparation of materials and lessons which is in most cases time-consuming (Abunowara, 2014, p. 12-14).

In summary, various studies explore perspectives on using digital tools and applications in ELT classrooms and analyze their advantages and disadvantages from both teachers' and students' points of view. Teachers usually appreciate the engagement and dynamic learning atmosphere that are created by digital tools. However, they face some drawbacks like limited digital skills and resources. Students find digital technologies and applications essential for their learning and enhancing their engagement. The chapter also delves into the effectiveness of digital tools, highlighting improved language skills and motivation of the students. It also acknowledges challenges such as tiredness from screens, and the need for proper planning. And the necessity of balancing technology with traditional methods.

The ChatGPT tool (GPT3,5) was used to edit this text.



## Conclusion

This bachelor thesis focuses on the topic of effective use of digital tools and applications in ELT classroom. It has compared the advantages and disadvantages of digital tools and applications in teaching and learning essential English skills: listening, reading, speaking, and writing. The analysis of different research focused on identifying the benefits and drawbacks of these tools, effective integration in ELT classroom and their impact on improving language skills from both teachers' and students' perspectives.

The benefits of digital tools and applications in ELT classrooms are rather significant. They increase engagement, provide dynamic, interactive learning experiences, and allow flexibility and accessibility, which is crucial in modern education. LyricsTraining, TeachVid, and Spotify are valuable tools for improving listening skills. They help to develop listening comprehension as well as pronunciation. In reading skills, adaptive reading material provided by Newsela, ReadWorks, or Quizziz is working to improve learners' understanding and vocabulary. Speaking skills are highly developed due to the gamified and interactive platforms such as Duolingo, YouTube and Kahoot!. Writing skills can benefit from Grammarly, Andy English Bot and Canva which give instant feedback, support creativity and adjust students' grammatical and vocabulary skills. Nevertheless, there are some disadvantages to it. There is the possibility of overreliance on digital tools, tiredness from looking at the screen and distraction due to an inability to concentrate.

Moreover, the effectiveness of these tools is primarily dependent on the resources available and the level of digital literacy of the teacher and student. Low levels of access to the internet and digital skills may make it more difficult to use technology in the classroom. To maximize the benefits of digital tools and applications it is essential to use them effectively. Technology integration in ELT should involve strategic planning with respect to teacher professional development. Appropriate training of teachers on the practical usage and infusion of digital tools into teaching is required. It is important to understand how teachers see and why they use technology to find ways to properly support and train them to try to enhance their digital competencies. A well-prepared integration, with student needs in particular and their readiness in mind can increase the chances of success in effectivity.

One thing that students and teachers agree on is that language skills could greatly be enhanced by using digital tools and applications. Teachers enjoy the participation and interactivity that these tools bring into the classroom. They claim that the tools can make lessons more dynamic and create opportunities for personalized learning.

Some of the students claim, that digital technologies have an integral role in lessons as they enhance their motivational levels and consecutively ensure more beneficial outcomes. However, technical issues and possible distractions are some of the limitations that might arise. While digital tools and applications offer many benefits to the ELT classroom, so thought has to go into many factors into the way they can best be made to be practical: the availability of resources, teacher training and embedding them in meaningful ways into the curriculum.

The outcomes of this thesis can be used by teachers and educators in ELT classrooms. It provides educators with a detailed analysis of various digital tools and applications and highlights their specific advantages and disadvantages. Based on these facts, teachers can decide which tools to include in their classrooms.

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