
RESEARCH ARTICLE

Exploring the Impact of Technology in Enhancing English Reading Skill

Dinh Cong Tinh¹ ✉ Nguyen Thanh Nam² and Bui Ngoc Bon³

¹Faculty of Foreign Languages, Dong Nai Technology University, Bien Hoa City, Vietnam

^{2,3}Faculty of Foreign Languages & Information Technology, Ho Chi Minh City College of Technology, Thu Duc City, Vietnam

Corresponding Author: Dinh Cong Tinh, **E-mail:** dinhcongtingh@dentu.edu.vn

ABSTRACT

This research sought to investigate the influence of technology on improving English reading proficiency among students in the sixth semester of English instruction at Dong Nai Technology University. This research used a qualitative descriptive methodology and utilized purposive sampling. The research included a total of 34 individuals. Data is collected using observation, interview, and documentation methods. The study revealed that the majority of kids felt at ease using the new technology to enhance their reading abilities. The need to acquire knowledge in the modern day is driven by the reliance on technology. The statement is corroborated by the outcome of the interview. The students said that using e-books is more convenient than physical books due to their compatibility with various devices such as smartphones. Furthermore, the documentation serves the purpose of incorporating the data obtained via observation and interviews. Ultimately, technology has a positive influence on enhancing kids' proficiency in reading.

KEYWORDS

Technology impact, English, reading skill.

ARTICLE INFORMATION

ACCEPTED: 01 June 2024

PUBLISHED: 04 June 2024

DOI: 10.32996/ijels.2024.6.2.16

1. Introduction

In the fast-paced, globally linked world of the twenty-first century, technology has emerged as a crucial tool for transforming a number of aspects of our lives, including education. Particularly in terms of enhancing the acquisition and mastery of the English language, technology has substantially enhanced language learning and teaching (Ahmadi, 2018). Given its status as the primary language of communication in the increasingly linked and globalized world, English plays a vital role in facilitating effective communication, promoting cross-cultural understanding, and offering individuals worldwide significant opportunities for education and employment.

In Eslit (2023), the transformative role of technology is highlighted as it looks at how it affects English language education and learning. We will examine the innovative methods and technological resources that have revolutionized traditional language education, improving language learning's usability, engagement, and efficacy for people of all ages and ability levels. Through immersive virtual classrooms, artificial intelligence-powered language tutors, and interactive language apps, technology has made it easier to create personalized and flexible language learning experiences. These resources cater to the unique needs and interests of each student.

This study will also look at the challenges and opportunities that technology presents for language teachers. The task of effectively integrating digital resources into their lesson plans while taking into account the benefits of technology and the demands of customized learning and in-person interaction is a problem for educators (Rapanta et al., 2021). We will also examine the impact of technology on language learners themselves throughout this inquiry. Technology creates an engaging and dynamic environment that increases students' interest and motivation via the use of multimedia, gamification, and social learning

Copyright: © 2024 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (<https://creativecommons.org/licenses/by/4.0/>). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

platforms. As a result, kids are encouraged to work together and study independently.

However, even as we embrace the excitement and opportunities that technology presents for English language instruction, we also need to consider the digital divide and uneven access that may prevent certain students from fully using these advancements. Narrowing the educational gap and assisting students from all backgrounds need to address the challenge of providing fair and equitable access to technology and digital resources (Ferri et al., 2020). The purpose of this study is to shed light on how technology is always evolving to enhance the process of teaching and learning the English language. We can fully use technology's potential to empower teachers and students and foster a more diverse and linked society by understanding how to integrate it into language instruction. We should embrace innovation, value variety, and set high standards for language teaching in the digital sphere so that students may become proficient and confident communicators in English—the world language.

It is essential to find solutions to a number of concerns and problems that crop up in order to ensure the effective integration and substantial impact of technology in enhancing English language learning and teaching (Hakim, 2020). The digital divide, or students' and educational institutions' uneven access to technology and stable internet connections, is a significant barrier (Lai & Widmar, 2021). Lack of access to computers, tablets, or smartphones in underdeveloped or developing countries may make it difficult for students to take full advantage of technology-based language learning options. Although the integration of interactive activities, gamification, and multimedia content in language learning might enhance engagement, it cannot guarantee that all language learners will remain motivated throughout the process (Levshina, 2023). It's still challenging to keep students interested and involved for long periods of time.

Developing standardized language learning methods and regularly assessing their efficacy may be challenging, given the rapid advancement of technology (Fleming et al., 2020). Finding the most effective technological approaches for language learning and teaching requires careful evaluation and research. A multifaceted approach, including educators, legislators, IT developers, and other pertinent stakeholders, will be needed to address these problems. The goal is to provide accessible, effective, and long-lasting English language learning environments with the use of technology (Meng, 2023). Through recognition and resolution of these challenges, we can unleash technology's full potential to revolutionize language education and enable students everywhere.

2. Literature Review

2.1 Definition of English learning language

The integration of technology in educational settings has brought about significant advancements in the fields of language teaching and learning. The aim of this study is to examine how technology may enhance the process of teaching and learning English. This research delves into how various technological tools, methods, and tactics affect language learning, student motivation, and instructor effectiveness. The challenges and things to think about when incorporating technology into language schools are also covered in the article.

The process of learning the English language includes acquiring the knowledge and skills needed to understand, communicate, read, and write in the language (Tursunovich, 2022). Non-native English speakers engage in this process in order to become fluent in the language for a variety of purposes, including social interactions, work, travel, and education. Gaining skills in hearing, speaking, reading, and writing, in addition to understanding grammar, vocabulary, and pronunciation, are typical components of learning the English language. In order to progressively improve their language abilities, students engage in a variety of language learning exercises, conversations, and activities.

Learning English may take place in traditional educational settings like language schools, colleges, or universities, or it can happen informally via online resources, self-directed study, and language exchange programs (Rosenfield, 2020). The methods and approaches used in language learning might vary, ranging from traditional classroom instruction to digitally enhanced learning experiences, depending on the goals, preferences, and resources available to the student. Learning English is a dynamic and continuous process in which students continuously improve their language skills and adapt to different contexts and conversational situations. It takes practice, exposure to real-world situations, and active participation for people to become fluent English speakers who can interact and successfully integrate into English-speaking society.

2.2 Technology in enhancing English ability

Technology has a significant influence on improving English language competency and has changed how individuals learn and improve their English language skills. With the help of technology, language learners may practice, engage in conversation, and thoroughly immerse themselves in the language. Technology has considerably improved the English language via a number of crucial channels. Thanks to technology, students may easily access a wide range of online resources, such as interactive exercises, websites, apps, and language courses. These resources contain in-depth training in grammar, vocabulary, pronunciation, and

communication skills that is adjusted to meet the needs of students at different proficiency levels.

Mobile applications created for language learning have been becoming more and more popular. These apps boost the fun and motivation of language learning by offering learning experiences with gaming features, consistent practice sessions, and quick feedback. With the use of technology, students may engage with a variety of multimedia content, including podcasts, films, and online publications (Yang, 2023). These authentic materials give learners exposure to actual language usage, varied accents, and cultural circumstances, hence increasing their listening and comprehension skills. Through language exchange programs or social media, language learners may interact with English speakers as well as other language enthusiasts. Virtual language exchange makes practice and real-time communication easier, which improves speaking and conversational skills.

Software for voice recognition and pronunciation checkers that offer feedback on how well students pronounce words is made possible by technology. These resources help students improve their oral communication and pronunciation abilities. Virtual classrooms and online courses allow learners to acquire instruction from excellent English language instructors, regardless of their physical location. Numerous language-learning activities, including writing, speaking, and grammatical tasks, are included in these courses. Technology promotes the use of adaptive learning platforms that tailor the learning process according to the individual learners' talents, limits, and progress. Tailored learning paths might help students focus on the areas that need improvement, thereby improving their language skills.

3. Method

The aim of this research was to investigate how technology affects the growth of English reading competency. A descriptive qualitative approach was used. One kind of qualitative research that seeks to provide a complete and comprehensive picture of a phenomenon or specific study topic is qualitative descriptive research. Thirty-four students in their sixth semester of English studies participated in the study. Purposive sampling was a technique the researchers used to carefully choose participants based on their unique interests and viewpoints, ensuring that the study's results would align with its objectives.

The researchers used observation, documentation, and interviewing techniques to collect data. The participants were given a series of questions by the researchers to gather information on how technology affects English reading competence. Through this involvement, the researchers were able to get valuable information straight from the sources. Furthermore, historical research findings were examined via documentation, serving as a point of reference to improve the data collected for this investigation. To increase the validity and reliability of the study's conclusions, the researchers painstakingly recorded each participant's response. Moreover, observation played a crucial role in the research process since it allowed the researchers to closely examine the interactions and dynamics that took place throughout the cooperative learning sessions.

The main goal of this study was to shed light on how technology affects students' English reading skills in EFL classes while paying particular attention to their perspectives. A complete understanding of this instructional technique was made possible by the application of qualitative methods and the integration of various data sources.

4. Results

The purpose of this study was to investigate how using technology may enhance kids' reading skills. The purpose of the research was to understand how integrating technology into the classroom improves students' reading abilities and fosters a love of reading. It has been shown that using technology in reading instruction significantly improves students' reading comprehension. Students' comprehension and text analysis are improved by engaging and dynamic reading experiences offered by dynamic e-books, online reading platforms, and educational apps.

Customized learning experiences that were adapted to each student's distinct reading ability, preferences, and cognitive styles were made possible by technology. Students may study independently at their own pace with the help of adaptive software and online reading tools that tailor reading materials and activities to meet their own needs. The desire of students to read is positively impacted when technology is included in reading activities. The process of learning was made more enjoyable and fulfilling by the use of gamified approaches, multimedia elements, and interactive elements in reading materials. As a result, this encouraged a sincere love of reading.

Through technology-driven reading activities, children were exposed to a wider range of vocabulary words. Through interactive vocabulary exercises, the use of audio support, and the application of contextual learning, students improved their vocabulary, which in turn improved their reading comprehension and fluency. Technology makes it possible to have easy, unfettered access to reading materials from anywhere at any time. Students may access articles, digital libraries, and e-books on a variety of devices. This enables kids to read a variety of books outside of the classroom and practice consistently.

Students' involvement in reading activities was greatly enhanced by the use of technology. Incorporating multimedia elements,

interactive tests, and virtual dialogues functioned as efficacious inducements for pupils to participate actively in reading assignments and collaborate with their peers, thus fostering a sense of community around reading. Through the use of technology-based exercises like voice recognition software and audio support, pupils demonstrated improved fluency and pronunciation in reading. Frequent exposure to reading materials with audio enhancements promoted the growth of confidence in oral reading. Solutions based on technology provided readers who were having problems with extra support. Because some technologies are flexible, these students were able to get specialized instruction and organized learning opportunities to make up for their reading deficiencies.

The results of this study indicate that students' reading skills may be greatly enhanced by technology. Technology improves students' reading abilities by providing engaging and dynamic learning experiences, individualized instruction, and easier access to reading resources. Improved vocabulary acquisition, fluency, reading comprehension, and an overall enthusiasm to read are the results of this. In the current age of digital technology, using technology in reading instruction may be a beneficial strategy for developing a love of reading and improving literacy skills.

5. Discussion

5.1 Technology as a Motivational Tool

Technology is a potent instrument for improving English language proficiency. The dynamic and unique aspects of the program not only captivate learners but also cultivate excitement and devotion toward enhancing their English proficiency. Technology functions as a motivating tool in this particular setting. Language learning applications and online platforms often include gamification features, such as points, badges, and leaderboards. The prizes provided foster a feeling of accomplishment and rivalry, stimulating learners to successfully finish tasks, challenges, and language exercises in order to get acknowledgment and advance to higher levels.

Technology facilitates the development of engaging and aesthetically pleasing educational materials. Compelling multimedia resources, including movies, interactive quizzes, and narratives, captivate learners' attention and enhance the learning experience, motivating them to go deeper and engage in further practice. Adaptive learning technology customizes the learning process to suit the specific requirements, preferences, and skill levels of each individual learner. Personalized learning routes guarantee that learners are provided with knowledge and exercises that correspond to their skills, fostering a feeling of advancement and achievement. Technology offers learners prompt feedback on their language proficiency. This immediate feedback serves to encourage accurate language use and inspire learners to improve by addressing pronunciation, grammar, and vocabulary errors.

By using technology as a means of motivating learners, they may achieve higher levels of engagement, maintain interest over time, and enhance their language ability. Strategically using technology in language learning experiences enables learners to assume responsibility for their learning process and cultivates a dynamic and efficient learning setting.

5.2 Personalized Learning through Technology:

Utilizing technology for reading, personalized learning via technology has emerged as a potential method for improving pupils' reading abilities. This educational approach utilizes technology tools and platforms to customize training based on the specific requirements, interests, and skills of each student. By integrating individualized learning methods into reading education, educators may enhance the effectiveness and engagement of learning experiences for students, cultivating a more profound comprehension and admiration for reading. Personalized learning using technology may boost reading abilities in many crucial aspects:

Technology-driven adaptive reading systems evaluate students' reading proficiency and advancement, providing them access to suitable reading resources and tasks. These platforms dynamically adapt the complexity of texts and comprehension problems according to individual performance, guaranteeing that students are consistently stimulated at an ideal level to foster development. It enables pupils to pursue personalized learning trajectories. Individuals have the opportunity to investigate a range of reading materials that correspond to their own interests and areas of expertise. This boosts their motivation and active participation in the process of learning.

Technology has the capability to pinpoint precise areas of challenge in pupils' reading abilities. Based on this information, instructors may provide specific interventions and assistance, such as customized exercises, interactive games, and multimedia resources, to meet the individual requirements of pupils. It caters to varying learning speeds. Students have the opportunity to go through reading exercises at their own pace, which enhances their comprehension of the material and prevents them from experiencing a sense of haste or monotony. It offers vital information about the reading abilities of kids, enabling instructors to make well-informed judgments about their teaching. By analyzing data, educators may uncover patterns, areas of excellence,

and opportunities for growth, allowing them to adjust their teaching methods appropriately.

5.3 Online Language Exchange and Communication:

Improving English reading skills may be achieved via the use of technology for online language connection and communication. This approach makes use of digital tools and platforms to improve communication among language learners and provide them with opportunities for authentic, interactive reading practice. There are many methods by which online language exchange and communication may improve English reading skills. Language exchange websites often provide a wide range of authentic reading content, such as news stories, blogs, articles, and posts on social media. These materials cover a wide range of topics and provide students with exposure to genuine language usage in authentic settings.

By engaging in written correspondence with language partners, students may improve their comprehension of English communication and their reading abilities. Their understanding of tone, hidden meanings, and context is enhanced by this participatory practice. Regular exposure to a variety of texts in an online language exchange helps students come across new words and phrases, which improves their language proficiency and vocabulary development. Through language exchange, students may read about a variety of cultures by using the reading materials that their language partners have given. In many cases, exposure to other cultures improves their understanding of the English language.

Engaging in virtual dialogues with language partners fosters critical thinking and encourages students to express their opinions, thus enhancing their comprehension and interpretation skills in reading. Language partners can respond instantly while communicating online. Pupils may clarify any questions they have about the texts they read and get feedback, which helps them become more accurate readers and proficient language users. One benefit of the program is self-paced learning, which lets students choose their own reading materials and practice whenever it's convenient for them. Interacting with language partners in a supportive and encouraging environment might increase learners' motivation to read more in English. Language sharing fosters a sense of community and common learning goals because of its communal character.

6. Conclusion

Making use of technology for virtual language interchange and discussion may significantly improve one's reading comprehension of English. Language exchange programs provide learners with a fun and efficient approach to improving their vocabulary, reading comprehension, and general English language skills. This is made possible by having access to real books, having engaging conversations, getting quick feedback, and being part of a welcoming learning community.

Using online platforms, students may choose their desired disciplines for study with more ease. It is advantageous to help them improve their reading abilities. There's no need for readers to buy a book since students have access to alternative resources like Wattpad, YouTube, books, and more. Students may utilize Google Scholar as a reading platform if they want to access scientific material.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- [1] Ahmadi, D. M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125.
- [2] Eslit, E. (2023). *Exploring the Nexus: Blended Learning, Language and Literature, Internationalization, and 21st Century Skills in Higher Education*.
- [3] Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 86.
- [4] Fleming, G. A., Petrie, J. R., Bergenstal, R. M., Holl, R. W., Peters, A. L., & Heinemann, L. (2020). Diabetes digital app technology: benefits, challenges, and recommendations. A consensus report by the European Association for the Study of Diabetes (EASD) and the American Diabetes Association (ADA) Diabetes Technology Working Group. *Diabetes Care*, 43(1), 250–260.
- [5] Hakim, B. (2020). Technology integrated online classrooms and the challenges faced by the EFL teachers in Saudi Arabia during the COVID-19 pandemic. *International Journal of Applied Linguistics and English Literature*, 9(5), 33–39.
- [6] Lai, J., & Widmar, N. O. (2021). Revisiting the digital divide in the COVID-19 era. *Applied Economic Perspectives and Policy*, 43(1), 458–464.
- [7] Levshina, E. A. (2023). (Minsk, Belarus) GAMIFYING THE ESL CLASSROOM FOR UNIVERSITY STUDENTS: PRACTICAL ADVICE AND RESOURCES. *ББК Зауралье Ш+ 81, 2 Т 30*, 959.
- [8] Meng, S. (2023). Enhancing Teaching and Learning: Aligning Instructional Practices with Education Quality Standards. *Research and Advances in Education*, 2(7), 17–31.
- [9] Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology, pedagogy and the new normal: Post-

pandemic challenges for higher education. *Postdigital Science and Education*, 3(3), 715–742.

- [10] Rosenfield, A. (2020). "If you want to communicate..."-The Place of Language in *International Students' Transition to University: Insights from a Language Exchange*. Concordia University.
- [11] Tursunovich, R. I. (2022). Modern Methods in the Methodology of Teaching a Foreign Language. *Central Asian Journal of Theoretical and Applied Science*, 3(12), 146–152.
- [12] Yang, Y. (2023). *The Construction of High-Quality Applied Undergraduate Online Courses Based on the SMCR Model*.