

THE ROLE OF MOBILE APPS IN INCREASING STUDENT ENGAGEMENT AND MOTIVATION IN ENGLISH LANGUAGE LEARNING

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ABSTRACT

This systematic review explores the role of mobile applications in enhancing student engagement and motivation in English language learning. Analyzing 25 peer-reviewed articles published in 2024, the study identifies key patterns and successful practices in leveraging mobile apps for educational purposes. The findings reveal that mobile apps, such as Kahoot!, Wordwall, Educandy, and AI-based tools, significantly improve student motivation and learning outcomes by offering interactive and personalized experiences. These apps facilitate innovative teaching methods, including game-based learning, vocabulary exercises, pronunciation practice, and real-time feedback, which address diverse student needs and learning styles. The study underscores the shift from traditional textbook-based methods to technology-driven approaches that encourage active participation, competition, and collaboration among students. Mobile apps also enhance self-directed learning, providing opportunities for students to learn at their own pace while fostering essential language skills such as writing and vocabulary acquisition. By offering insights into the effective integration of mobile apps in teaching, this research highlights their potential to transform English language learning, making it more engaging, efficient, and adaptable to the demands of the digital age.

Keywords: *Language Learning, Mobile Applications, Student Motivation*

BACKGROUND

The study is a systematic review that includes 25 articles published in 2024, all focusing on the application of technology in language teaching. These articles are drawn from various academic journals and judged on criteria such as relevance, research methodology, and student motivation and engagement in language learning. Data from each article were analyzed to identify common patterns and successful use of technology in educational contexts. Next, we will discuss a brief theoretical framework regarding the role of mobile apps in increasing student engagement and motivation in learning English, as well as the principles of engagement in the learning process. The literature has presented a wide range of tasks that utilize digital technologies, electronic devices, software, and internet-connected hardware to enhance learning activities (Yustinu, 2024).

The teaching of languages, in particular English, has undergone a great transformation thanks to the emergence of various technological tools and platforms. Traditional methods often rely on textbooks and classroom teaching, which have proven less effective in increasing student engagement and encouraging active participation in the learning process. With the advancement of technology and mobile applications, many opportunities arise to create more interesting and interactive teaching methods. Research shows that mobile apps, such as interactive learning apps and AI-based games, can improve student motivation by offering more engaging and relevant learning experiences. The app not only serves as a teaching aid, but also makes language learning more effective and efficient through interactive simulations, fun vocabulary exercises, and voice-based pronunciation exercises. Therefore, the use of mobile applications in language teaching is considered an innovative approach that can help

students achieve a higher level of proficiency. Recent research has shown that technology can provide a more engaging learning experience for students. For example, interactive learning apps are designed to help students develop self-learning abilities, collaborate, write, and learn at each other's pace, which in turn can increase their motivation. AI-based tools such as chatbots and online learning programs enable automated feedback tailored to individual learning needs. With this technology, students get more personalized and intensive instruction and can learn at any time according to their learning style and understanding.

This research focuses on understanding how mobile apps can improve students' motivation and language skills. Through a systematic review of existing research, this study aims to provide in-depth insights into the impact of mobile apps on students' language development and identify the most effective tools and techniques in enhancing language learning in the digital age. In the 21st century, teaching and learning have changed drastically due to technological advancements and the proliferation of mobile apps. This shift creates an expectation that teachers need to utilize technology that suits students' learning styles. Many teachers realize that maintaining student motivation, engagement and focus in learning becomes more difficult in the absence of motivation, which can lead to poor learning outcomes and a negative classroom atmosphere. Game-based learning is becoming increasingly available, with one of the benefits being that it encourages competition among students, which can increase their motivation and self-improvement Rahmadani Gita Fitria, Sanam N Tampung (2024), Apps are an effective way to enhance learning as users only need to download them from the App Store or Google Play Store. Apps such as Kahoot!, Educandy, Wordwall, Khan Academy Kids and Baamboozle have been proven to support a game-based learning approach. Each app offers unique features to enrich students' learning experience. For example, Kahoot! allows students to compete in interactive quizzes that can assess their understanding in real time. Educandy and Wordwall provide tools to create fun games in language, vocabulary or math, so students can practice in varied ways. On the other hand, Khan Academy Kids and Baamboozle offer resources for self-directed learning that encourage the development of basic skills through fun and interactive activities.

The app allows teachers to monitor student progress in real-time and provides reflective breaks that help understand strengths and areas of concern for individual students. This is in line with modern educational trends that emphasize student-centered learning and leverage technology and mobile applications to create more relevant, engaging and interactive learning experiences. Apart from that, support from the surrounding environment, including family and teachers, is also very important in increasing students' interest in learning English. Motivation to learn a language, especially for students, does not only come from themselves, but is also strongly influenced by their environment, such as peers, teachers and mentors. The positive impact of the surrounding environment, such as encouragement and guidance from peers and inspiring teaching methods from teachers, can increase students' motivation and interest in learning. Parents who actively support and facilitate their children's language learning—for example by providing reading materials or learning applications also play an important role in creating a conducive learning environment at home. In addition, teachers have a key role in motivating students through interactive teaching methods, technology-based learning, and constructive feedback. A supportive classroom environment can build students' self-confidence and encourage their active participation in English learning. When students feel support from teachers and classmates, they will be more comfortable to practice, interact, and overcome obstacles in language learning. Innovative teaching approaches and the use of educational technology can also attract students' interest in learning English in a way that is more interesting and relevant to everyday life.

RESEARCH METHOD

This documentation is a systematic evaluation of 30 scientific papers published in 2024, all talking about mobile technology/applications in language teaching. This study uses a qualitative approach with a survey research plan and descriptive analytical methods (Wahyuni Putri Eka, Rezeki Sri Yanti, 2024). Mobile technologies and applications have been widely used in the learning process of teaching in Indonesian schools, including computer-aided learning, the internet, e-books, Virtual Reality (VR), Facebook, mobile learning, WhatsApp (WA) applications, and others.(Rahman et al., 2024). This quantitative research aims to investigate the impact of integrating computer-assisted learning

applications, the Internet, e-books, Virtual Reality (VR), Facebook, mobile learning, WhatsApp (WA) applications, Duolingo, and others in the English learning process for students aged 12 to 17 years old, both male and female. It is hoped that this research can contribute to the development of language learning applications and software that integrate gamification elements. To collect data, researchers used a questionnaire designed to measure participants' perceptions and attitudes towards the use of online learning applications in learning English. This questionnaire consists of a series of questions or statements that aim to obtain information about the student's self, knowledge, beliefs, etc. In this study, a questionnaire was also used to assess the influence of Facebook on students' English writing skills and motivation. This study applies a Likert scale format, where each statement is followed by a column of options that include "strongly agree," "agree," "slightly disagree," "disagree," and "strongly disagree." The collected data was then analyzed using an Excel sheet and presented in table form.

Table 1.

Journal Source	Quantity	Keywords
IJED (Wahyuni Putri Eka, Rezeki Sri Yanti, 2024)	1 article	Students' Motivation, English Learning, Online Classes
Journal of social Sciences and Humanitarian Research (Mohlaroy Dadaxonova, 2024)	1 article	Language Learning Apps, Duolingo, Babbel, Rosetta Stone, Digital Competence, Language Proficiency, Gamification, Adaptive Learning, Personalized Learning, Anytime Anywhere Accessibility, Differentiated Instruction, Modern Education, Global Communication
Journal of English Education Studies (JEES) (Hasanah et al., 2024)	1 article	English Grammar Application, Grammar mastery, Present Perfect Tense
ELTIN (Arini Rifda Alifia, Surwarso Nuridi, 2024)	1 article	Bamboozle, Students' Perception, Vocabulary Learning.
Nurture (Dohny Queencie, 2024)	1 article	21st-Century Learning, Digital Tools, Gamification, English Language Vocabulary, Quizwhizzer
Jurnal Ilmiah Mandala Education	1 article	Facebook, learning, motivation, writing
HJUOZ	1 article	Gamification, Motivation, Engagement, Challenge, Traditional Method
JOLLT	2 article	ICT-based learning; Wordwall.net; Vocabulary mastery; EFL Learners

(Aulia Putri Rafida,
 Laksana Nata
 Kusuma, Maulida
 Sarah, Rahman Ab
 Faizahani, 2024)
 (Aulia et al., 2024)

Vocabulary mastery; EFL students; Online games

ENGLISH REVIEW Jurnal of Engglish Education	1 article	Mobile-Assisted Language Learning; peer tutoring; student engagement; motivation; English language education.
Jurnal of Critical Studies in Language and Literature (Rahmadani Gita Fitria, Sanam N Tampung, 2024)	2 article	Kahoot, Game Changer, Motivation, Teaching English Grammar, Tertiary Level, Bangladesh Kahoot!, Game-Based Learning, Motivation, Competitive
Englie (Al-alami Mohammed Aisha, 2024)	1 article	Technology and Learning English, Computer Assisted Language Learning, Attitudes Towards Technology, English as A Foreign Language, Saudi K-12 Education
JKLST	1 article	Quizizz, language learning, student engagemen
JOLLS	1 article	ChatGPT, OpenAI, writing skills, Student perception
Journal of English Development	1 article	YouTube Video, Speaking skills, Online learning
A Journal on Language and Language Teaching (Yustinu, 2024)	1 article	EFL, language teaching and learning, tasks, technology
europen Journal of Alternarif Educations Studies (Anh & Dan, 2024)	1 article	social media, authentic learning materials, EFL students' speaking motivation, impacts of social media, perceptions, Can Tho University
Bulletin of Science Education (Fitriani et al., 2024)	1 article	Instagram Social Media, Morals, Learning Achievement
Licensed under a creative commons attribution (Aminovna, 2024)	1 article	Organizational and educational games, motivated audience, motivational opportunities, Russian as a foreign language, grammatical skills, suggestopedia, gaming technologies.

Jurnal pendidikan Tembusa (Firmansyah et al., 2024)	1 article	Motivasi, Intrinsik, Ekstrinsik, Keterampilan Berbicara
JIECR (Fitria et al., 2023)	1 article	Speaking skill, EFL learners, Duolingo application, digitalized education.
World Journal of English Language (Raj & Baisel, 2024)	1 article	EFL students, MALL, correlation, t-test, self-motivation, English speaking skills
Assyfa Journal of Multidisciplinary Education(AJME) (Odi Mas, 2024)	1 article	Characters, English Language, Non-Digital Media, Technology
Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya (Salsabila, 2024)	1 article	English learning, motivation, DuoLingo app, qualitative research, SMK Negeri 1 Sawan

Phase 2: Screening Phase

Establishing specific criteria for selecting research relevant to student engagement and motivation in language learning through the use of mobile application technology is critical. These criteria can include the type of mobile app used, the level of education on which the research is the focus, as well as the emphasis on learning outcomes achieved. By establishing these criteria, research can be more directed and effective in evaluating the impact of technology on student learning experiences.

Phase 3: Eligibility Phase

High-quality and relevant studies were included in further analyses regarding student engagement and motivation in enhanced language learning with mobile application technology. This process helps build a strong foundation for a deeper understanding of the impact of mobile app technology on the student learning experience. By identifying research that meets these criteria, it is hoped to gain clearer insights into how these applications affect students' motivation and engagement in the learning process, as well as provide recommendations for the development of more effective teaching methods in the future.

Table 2. Inclusion Criteria

Inclusion

The study aimed to evaluate the influence of mobile application technology in improving language learning, focusing on different levels of education. Methodologies used include quantitative, qualitative, mixed, and systematic review methods. The study will also examine how artificial intelligence can contribute to language learning processes enhanced by mobile

apps. The relevant articles will be drawn from journals published in 2024 to provide an up-to-date overview of the use of technology in language education. With this approach, it is hoped to gain a better understanding of the effectiveness of technology in supporting student engagement and motivation in language learning.

Selected papers focus on researchers leveraging mobile app technology to improve student motivation in English language learning. These papers were reviewed based on the criteria outlined in Figure 1. The research includes an in-depth analysis of the various applications used, as well as their impact on student engagement in the learning process. In addition, the study also considered the learning outcomes achieved by students after using the app. With this approach, it is hoped to gain a better understanding of the effectiveness of mobile application technology in improving students' motivation and English language skills.

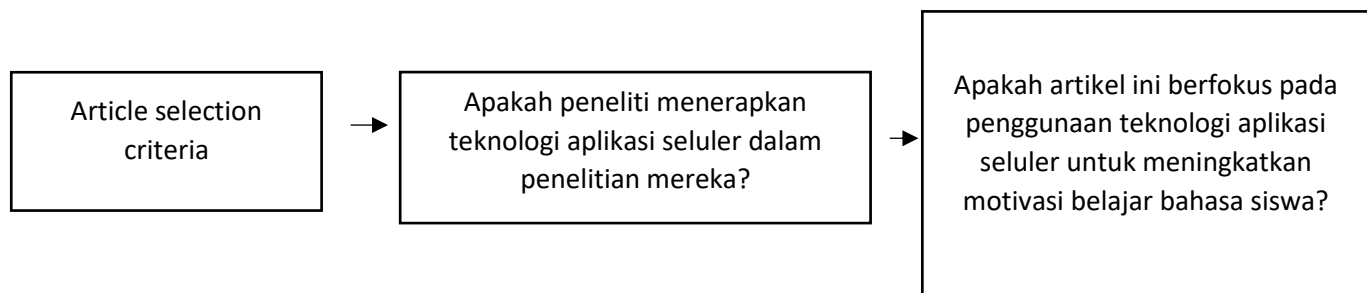


Figure 1: Criteria for article selection.

Stage 4: Exclusion Stage

After reviewing articles that met the criteria in the third stage, unqualified articles were excluded from this systematic literature review. The exclusion criteria for articles are outlined in Table 3. The exclusion step, like the feasibility step, is essential to ensure that researchers collect high-quality data. Thus, this literature review can provide accurate and relevant results, thus making a substantial contribution in the field of research on the use of mobile application technologies in improving student motivation and engagement in English learning.

Tabel 3. Exclusion Criteria

Exception
<p>The study did not access or evaluate mobile application technologies in the language learning process for students. Therefore, this study does not fall into the category of teaching and learning that uses mobile application technology. In addition, articles that were not published in 2024 were also not included in the scope of this study. Thus, the study is irrelevant to current issues about the integration of mobile application technologies in language learning.</p>

There are 30 articles that provide information on the role of mobile application technology in improving language learning motivation in students. Most of the articles analyzed show a combination of quantitative, qualitative, mixed methods, and systematic review research as illustrated in Table 4. Respondents in all studies covered all levels of education, from primary school to university. The analysis shows that mobile applications can contribute significantly to increased student motivation in language learning. In addition, factors such as the type of application used and the educational context also play a role in the effectiveness of this technology. Further research is needed to explore the relationship between the use of mobile app technology and the learning outcomes achieved by students at different levels of education.

Tabel 4. Quantity of journals based on research design

Research Design	Quantity
Quantitative Design	10
Qualitative Design	6
Mixed Methods Design	4
Literature review	5

Provide a more detailed illustration of the complete procedure from Phase 1 to Phase 4, based on the 2024 Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) checklist, in carrying out this systematic literature review.

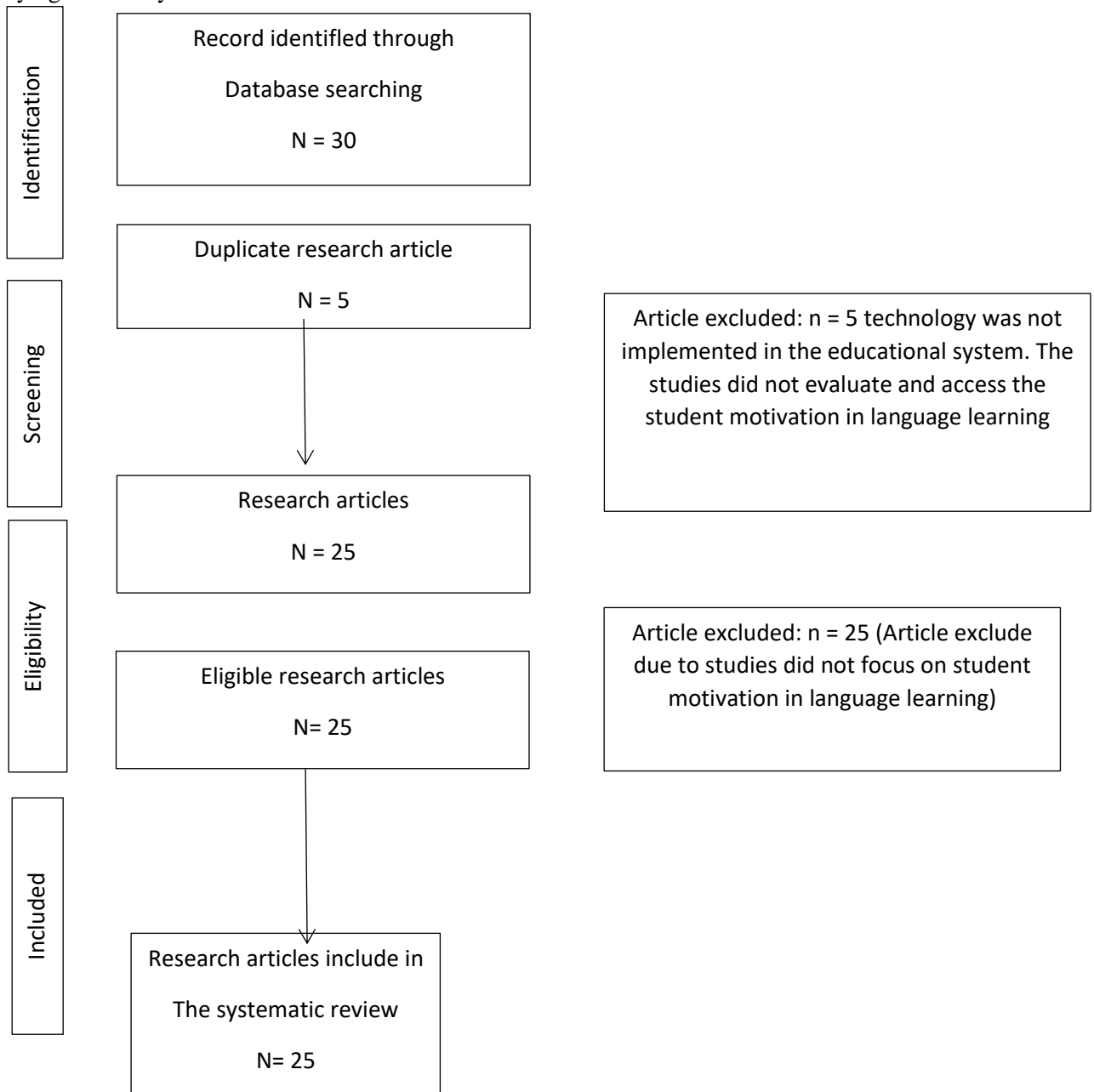


Figure 2. Stream chart of the research article selection process

Results

The systematic review includes findings from ten selected articles that explore the impact of technology on enhancing students' motivations . These articles underwent a rigorous selection process in four phases to ensure they met evaluation criteria. The summarized significant research contributions are presented in Table 5, highlighting various methodologies and outcomes from different studies. Notably, these studies emphasize the effectiveness of digital tools and AI in improving writing proficiency, fostering creativity, and providing personalized feedback to students, thereby addressing traditional teaching limitations.

Table 3. Karakteristik, Perspektif, dan Persepsi Utama Penggunaan teknologi aplikasi seluler dalam Meningkatkan motivasi belajar bahasa inggris pada siswa

Author	Region	Study Purpose	Participants	Discussion
(Abdur & Ersya Anita Aulia, 2024)	Universitas STIPAR Soromandi Bima	This study aims to determine the frequency of students' use of Facebook for English writing skills and to understand the impact of Facebook usage on their English writing abilities and on enhancing students' motivation.	The participants in this study are students from STIPAR Soromandi Bima, specifically two classes of second-semester students, totaling 53 individuals.	The research findings indicate that students frequently utilize Facebook to enhance their English writing skills, as evidenced by an average score of 82.79. Specifically, 17 students reported using Facebook very often, 19 students often, and 17 students occasionally for writing activities ⁶⁷⁸ . This suggests a positive correlation between Facebook usage and the development of writing proficiency among students.
(Wandari Titin, Unsiah Frida, 2024)	in one of public junior high schools in east Java	This study aimed to investigate how ICT-based learning through wordwall.net impacts the vocabulary mastery of 7th-grade students at a public junior high school in East Java, Indonesia. The research employed a one-group pre-test-post-test experimental design involving 32 students selected via purposive sampling. Results showed a significant improvement in vocabulary mastery, with average scores rising from 57.03 in the pre-test to 77.34 in the post-test, indicating that the use of wordwall.net effectively enhanced students' vocabulary skills.	The participants in this study consisted of 32 seventh-grade students.	The results show that after utilizing WordWall.net as an ICT-based learning tool, there was a substantial enhancement in the students' vocabulary mastery. This improvement is evident when comparing the average pre-test score of 57.03 to the average post-test score of 77.34. Factors contributing to this increase include the proper selection of educational resources and heightened student engagement throughout the learning process.

<p>(Fitriyanti sri, Husain dahlia, Alwolmab in Zapira, 2024)</p>	<p>The research was conducted at Sekolah Tinggi Ilmu Ekonomi (STIE) Port Numbay in Papua</p>	<p>This study explores the effects of integrating Mobile-Assisted Language Learning (MALL) applications with peer tutoring on student engagement, motivation, and learning outcomes in English language teaching and learning. The research aims to assess how these combined approaches enhance students' active participation and overall performance in language acquisition. By leveraging mobile technology and collaborative learning methods, the study seeks to provide insights into effective strategies for improving English language education.</p>	<p>students of the Higher School of Economics (STIE) Port Numbay in Papua.</p>	<p>Quantitative data revealed notable enhancements in student engagement and motivation, with average scores rising from 2.0 to 3.9 after the intervention. The standard deviation for engagement decreased from 0.7 to 0.5, indicating more uniform responses among students. Qualitative analysis provided valuable insights, showing that students found MALL applications like Quizlet and YouTube particularly engaging and effective for learning. The thematic analysis of interviews highlighted the advantages of peer tutoring in creating a supportive learning atmosphere, improving both collaborative and individual learning experiences. Student interviews reflected increased interest and motivation, with appreciation for the flexibility and interactivity of the applications. These results align with Vygotsky's social constructivism theory, which emphasizes the significance of social interaction in learning. The study concludes that combining MALL with peer tutoring not only boosts student engagement and motivation but also enhances language learning outcomes.</p>
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(Hossain Kamal Md & Younus al Abdullah Md, 2024)

in Tertiary Education in Bangladesh

This study investigates the transformative effects of Kahoot!, a popular game-based learning platform, on motivating students in English grammar learning within tertiary education, particularly in Bangladesh.

With 8 billion participants globally, including 60% of US students

Kahoot! is recognized as a flexible game-based tool that aligns with contemporary educational trends. The research methodology employs a qualitative approach, conducting in-depth interviews with English department students at a university in Bangladesh to explore their experiences and perceptions of Kahoot!. The findings reveal that Kahoot! effectively enhances learner motivation by creating an engaging and competitive environment. Although the study faces limitations regarding sample size and diversity of disciplines, it suggests that integrating Kahoot! positively impacts motivation and engagement in grammar learning.

(Al-almi Moham ed Aisha, 2024)

in 13 K-12 schools in the southern part of Saudi Arabia

This study investigated the perceptions of Saudi K-12 teachers on the use of technologies in teaching English as a foreign language (EFL).

The study involved 35 teachers, both male and female, who teach English at different levels in K-12 education. Quantitative.

The study found that Saudi K-12 teachers generally have positive perceptions of the use of technologies to teach English in their classrooms. They believe that technologies can improve student motivation, engagement, and achievement. They also believe that technologies can give students access to a wider range of resources and help them develop 21st-century skills. The study also identified some challenges to the use of

technologies in Saudi K-12 education, such as lack of teacher training, limited access to technology, and cultural factors. However, the study also provided valuable insights into the criteria that teachers use to choose technologies to teach English in Saudi Arabia. The findings of this study have implications for the development of technology policies and practices in K-12 schools.

(Hien Ngoc Thi Le, 2024)	in Vietnam, at HUIT	This study evaluates the efficacy of using Quizizz for revisiting course materials among university students who must study English as a mandatory component of their curriculum.	103 students from two classes.	The findings indicate that the app has a positive impact on lesson review, and most EFL students exhibit increased motivation and engagement in learning vocabulary, grammar, and general knowledge during lessons.
(Zebua Joice, 2024)	programs at Universitas Advent Indonesia	The findings indicate that the application positively influences lesson revision, with most EFL students feeling motivated and engaged in learning vocabulary, grammar, and general knowledge.	A total of 82 students from various study programs at Universitas Advent Indonesia	The results show that the majority of respondents have a positive perception of using OpenAI ChatGPT to enhance learning motivation (41.25%), provide comprehensive and easy-to-use features (41%), and help correct grammar errors in writing articles (35.25%). However, some respondents feel neutral about OpenAI ChatGPT's ability to provide explanations that can improve writing skills (37.50%).
(Aliffia Kurnia Yunita, 2024)	at Ban Kaengsriphom school,	This study aims to analyze the effectiveness of YouTube video media in enhancing the	20 students	The results from both quantitative and qualitative analyses indicate that most students enjoy using

English speaking abilities of Grade 6 students at Ban Kaengsriphoom School in Thailand.

YouTube media for learning English, and that these videos can significantly improve their speaking skills. Furthermore, students provided positive feedback during the data collection process.

(Dohny Queencie, 2024)	Universiti Malaysia Sabah.	Therefore, this study aims to evaluate the effectiveness of incorporating the Quizwhizzer application as a gamification tool within the educational landscape.	42 mahasiswa	The findings indicate that students experienced significant improvement with the implementation of the gamification method, as evidenced by an effect size of 1.223, which signifies a large impact. This study's results highlight that Quizwhizzer, similar to Kahoot! and Quizizz, is an effective gamification tool for enhancing students' performance in English language vocabulary.
(Aulia Putri Rafida, Laksana Nata Kusuma, Maulida Sarah, Rahman Ab Faizahani, 2024)	Jakarta, Indonesia	In response to this, the study sets out to explore the potential of integrating popular online games, such as Mobile Legends, PUBG Mobile, League of Legends, and Minecraft, as tools to enhance students' vocabulary mastery.	Jumlah partisipan pada penelitian ini adalah 8 siswa	The findings of the study revealed that online games provide an immersive and enjoyable environment conducive to vocabulary enrichment, offering both direct and indirect opportunities for students to encounter new words and phrases. The research demonstrated that using online games positively influences students' motivation and interest in learning English vocabulary, resulting in tangible improvements in their language skills.

DISCUSSION

This research highlights the significant attention ELT scholars have paid to foreign-language television programs and online media over the decades. Previous research shows a positive relationship between media exposure and foreign language learning, both for adults and children. Watching videos in the target language was shown to help secondary school students improve their language knowledge (Muhammad & Syafryadin, 2023). The main focus of this research is the role of technology, particularly mobile apps, in English language teaching. The review includes 30 articles published in 2024 on the adoption of technology in language teaching, as well as trends and successes of technology in increasing student engagement and motivation.

Previous studies indicate that exposure to foreign media, such as TV shows and online videos, significantly aids in foreign language learning for both students and adults. This type of media not only enhances linguistic knowledge but also improves speaking and listening skills. For instance, students learning English through interactive media like YouTube videos benefit from engaging visuals and audio, which enhance their vocabulary comprehension and pronunciation (Aliffia Kurnia Yunita, 2024). The app has gained popularity among students as an effective language learning tool, particularly for practicing speaking skills. Additionally, students engage actively by using comment features and interacting with peers, further improving their speaking abilities.

As technology advances, language teaching has moved away from traditional methods, such as the use of textbooks and classroom learning, towards more interactive and engaging approaches, especially through mobile apps. This research found that interactive learning apps and AI-based tools provide a more personalized learning experience. Mobile apps allow for customized learning, ranging from interactive vocabulary exercises to voice-based simulations that improve pronunciation. The second finding shows a significant difference in the vocabulary acquisition of seventh grade students after using wordwall.net as an ICT-based learning media compared to traditional teaching media that have been proven effective in EFL classrooms. (Wandari Titin, Unsiah Frida, 2024)

This research shows that technology-based approaches to language learning, including the use of educational apps, AI-based tools and interactive games for vocabulary and grammar practice, can provide an immersive learning experience. Apps such as Wordwall, Kahoot! and Duolingo not only support the development of language skills, such as writing and speaking, but also increase student motivation through fun and relevant interactions with everyday life. Research results indicate that technology increases student engagement and allows teachers to provide real-time feedback, helping students understand and correct mistakes. In addition, technology enables personalization of learning, where students can learn according to their rhythm and learning style, making it more effective in achieving the desired level of language proficiency.

In addition, the study identifies that the surrounding environment, including support from family and teachers, is an important factor in increasing students' interest and motivation to learn English. Such support can take the form of encouragement to use educational applications, creating a conducive learning environment at home, as well as the adoption of interactive and technology-based teaching methods by teachers. All these factors contribute to the improvement of students' self-confidence, encouraging them to actively participate in the learning process. With strong support from the neighborhood, students are more motivated to explore and develop their language skills.

CONCLUSION

This research shows that technology, particularly mobile apps and online platforms, has an important role to play in increasing student engagement and motivation in English language learning. An analysis of 25 articles revealed that technological tools such as interactive apps, educational games, and AI-based tools make the learning process more interesting and relevant. Technology also enables personalization in learning, giving students the freedom to learn to their rhythm and receive feedback that suits their needs. The use of this technology not only enriches the learning experience but also increases the effectiveness of teaching in the classroom.

Use of educational applications such as Wordwall, Kahoot! , and Duolingo proved effective in helping students develop language skills, including vocabulary and grammar, while increasing their motivation to learn. In addition, support from the environment, both from family and teachers, plays a huge role in creating a supportive learning atmosphere. A positive and supportive environment can increase student engagement, encourage them to actively participate in the classroom, and help them overcome challenges in the learning process. Thus, collaboration between technology and environmental support is essential for the success of English education.

Overall, the study concludes that the integration of technology in language learning not only makes the learning process more interesting, but also supports a student-centered approach to learning. These findings provide important insights for educators and app developers to continue developing and implementing technologies that can improve student engagement and motivation in language learning. Thus, these efforts are expected to improve learning outcomes in this digital age, making the learning experience more effective and relevant to the needs of today's students.

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