Enhancing Motivation in English Language Learning through the Integration of Interactive Technology

by
Ebele Angela Nwafor
National Open University of Nigeria
enwafor@noun.edu.ng
+2348034549838

Abstract

As technology continues to transform educational landscapes, its potential to enhance student engagement and motivation has become increasingly evident. In language education, motivation remains a vital component of effective teaching, and technological tools offer innovative approaches to creating interactive and immersive learning experiences. While previous research highlights the benefits of educational technology, limited studies have examined how lecturers in Nigerian higher institutions adopt such tools as motivational agents in language learning. This study therefore investigated how English language lecturers have integrated technological tools to engage students and promote immersive learning environments. Using a descriptive survey design, data were collected through a structured questionnaire administered electronically via WhatsApp to 20 lecturers (15 females and 5 males) who voluntarily participated from Madonna University, Nwafor Orizu College of Education, and Nnamdi Azikiwe University, all located in Anambra State, Nigeria. The questionnaire, based on a three-point Likert scale (Agree, Disagree, Neutral), examined lecturers' knowledge and the extent of technology integration. Data were analysed using the Technology Acceptance Model (TAM) to assess perceived ease of use and adoption willingness. Results showed that 95% of lecturers were familiar with educational technologies and willing to use them as motivational tools given adequate institutional support. The study concludes that effective integration of interactive technologies enhances students' motivation and performance in English language learning and recommends aligning such tools with instructional goals within supportive institutional frameworks

Keywords: English Language Learning, Higher Education, Motivation, Technology Acceptance Model, Technology Integration

Introduction

The rapid expansion of education technology has fundamentally reshaped the educational landscape. Digital tools, including learning management systems, interactive platforms, and multimedia resources, have become central to modern pedagogy, offering innovative ways to enhance engagement, collaboration, and learner autonomy across disciplines (Wei, 2022). In the field of language education, the significance of technology is particularly pronounced, as it offers a path toward creating immersive and interactive learning experiences that stimulate curiosity and facilitate authentic language use outside the confines of the traditional classroom (Başar & Şahin, 2022; Wei, 2022).

Crucially, motivation remains a cornerstone of effective language teaching, especially in second language acquisition, where sustained interest is indispensable for achieving proficiency (Tahmina, 2023). Technological tools, by introducing novelty, interactivity, and personalised learning pathways, possess a powerful potential to act as motivational agents,

moving instruction from passive reception to active, constructivist engagement. However, the successful integration of technology is not merely a matter of access; it heavily depends on factors such as teachers' digital competence and the provision of robust institutional support (Idoga, Oluwajana, & Adeshola, 2022).

Within Nigeria's higher education sector, the push toward integrating digital tools is evident through various blended and remote learning initiatives. Nevertheless, this progress is often countered by significant implementation challenges, including inadequate digital infrastructure, limited professional development opportunities, and weak institutional policies. Idoga et al. (2022) posits that lecturers' willingness to adopt e-learning platforms is significantly mediated by perceived technological complexity and the quality of support received. Therefore, the actual capacity and willingness of English language lecturers in this context to strategically employ technology as a tool to *motivate* students and enhance learning outcomes require specific investigation. Understanding their perspectives and practices is essential to ensure that technological adoption effectively aligns with the core pedagogical objective of maximizing student motivation and achievement.

Statement of the Problem

English Language is a foundational subject and the primary medium of instruction across all levels of the Nigerian education system, making its effective teaching paramount for academic success and national development. Despite this crucial role, a persistent issue is the continued reliance on traditional, largely teacher-centreed instructional methods in higher education, which often struggle to sustain the high level of interest and motivation required for achieving advanced language proficiency.

This study, therefore, addresses this gap by investigating the specific ways English language lecturers are integrating interactive technology to enhance student motivation and create more engaging, immersive learning experiences.

Objectives of the Study

The study specifically aims to:

1. Examine lecturers' knowledge of interactive technological tools used in English language instruction.
2. Determine how lecturers integrate interactive technological tools as motivational agents in English language teaching.
3. Identify the challenges lecturers face in integrating interactive technological tools.
4. Assess whether immersive technology integration enhances students' English language learning outcomes.

Research Questions

The following research questions were asked to achieve the objectives of the study:

1. What knowledge do lecturers have about the use of interactive technological tools in English language teaching?
2. How do lecturers integrate interactive technological tools as motivational agents in English language instruction?
3. What challenges do lecturers encounter in integrating interactive technological tools?

4. Does the use of immersive technology improve students' English language learning outcomes compared to traditional methods?

Research Gap

Despite global recognition of technology as a transformative force in education, limited research examines its strategic use as a motivational tool in language instruction. Most studies highlight the benefits of educational technology but seldom explore how lecturers in Nigerian higher institutions intentionally apply interactive tools to enhance motivation in English language classrooms.

This study addresses that gap by investigating how English language lecturers in selected higher institutions in Anambra State, Nigeria, use technological tools to engage learners and create immersive learning environments, thereby contributing to ongoing discussions on digital pedagogy and effective technology integration in language education.

Significance of the Study

This study contributes to the growing body of research on technology-enhanced language instruction by highlighting how the integration of interactive technological tools can serve as motivational agents in English language teaching.

Literature Review

The emergence of the Fourth Industrial Revolution has reshaped how people live, work, and learn, driven by automation, artificial intelligence, and global digital connectivity. In education, this shift has underscored the need to integrate technology to foster more engaging and effective learning environments. Technology integration refers to the meaningful use of digital tools to enhance teaching and learning rather than merely supplementing traditional methods (Hew & Brush, 2007). Hennessy, Ruthven, and Brindley (2005) emphasised that effective integration involves using technology not only to perform familiar tasks more efficiently but also to transform teaching and learning processes. Dockstader (2008) argued that integration enables learners to complete interactive, computer-based tasks that promote problem solving and collaboration. The value of technology lies in its potential to enhance content delivery, stimulate learner curiosity, and provide access to diverse multimodal resources (Bransford, Brown, & Cocking, 2000). However, benefits depend heavily on teachers' capacity and willingness to integrate tools purposefully (Hew & Brush, 2007).

Technology and English language learning

In English language instruction, multimedia and digital tools can shift classrooms from teacher-centred to student-centred environments, enriching exposure to authentic language through films, digital texts, and web resources (Susikaran, 2013; Raihan & Lock, 2012). Technology supports vocabulary retention, contextual learning, and communicative practice; it also encourages learner autonomy and responsibility (Dawson, 2012; Drayton et al., 2010). Digital platforms and multimedia have been found to increase enthusiasm and participation, addressing engagement gaps found in lecture-based classes (Prensky, 2010; Rashid & Asghar, 2016). Film and internet-based tasks can foster higher-order thinking and meaningful learning (Arifah, 2014).

Technology and learner motivation

Motivation is a core determinant of success in language learning and can be especially fragile in higher education due to content complexity and competing demands. Dörnyei (1998) described motivation as a complex construct central to language learning research; subsequent work (Dörnyei & Ushioda, 2009) reframed motivation to include identity and self-related factors. Integrating interactive technological tools, such as student response systems, gamified platforms, and collaborative online environments, can create immersive experiences that sustain engagement, persistence, and enjoyment (Heaslip, Donovan, & Cullen, 2014; Gokbulut, 2020; Skoyles & Bloxsidge, 2017). Several empirical studies demonstrate positive effects of such tools on student participation and engagement (Khalili & Ostafichuk, 2018; Heaslip et al., 2014; Gokbulut, 2020).

Identified gap

Although numerous studies examine how interactive technologies affect student motivation and performance, most research focuses on learners rather than lecturers. There is limited evidence on how lecturers integrate interactive technological tools as motivational agents in English language instruction in Nigerian higher education. This study fills that gap by investigating lecturers' integration practices in selected higher institutions in Anambra State.

Theoretical Framework: Technology Acceptance Model (TAM)

This study is grounded in the **Technology Acceptance Model (TAM)** developed by Davis (1989), which explains how users come to accept and employ technological innovations. The model posits that two primary determinants, **Perceived Usefulness (PU)** and **Perceived Ease of Use (PEOU),** shape users' attitudes toward technology and their **Behavioural Intention to Use (BI),** ultimately predicting actual adoption and integration.

Perceived Usefulness (PU) refers to the extent to which an individual believes that using a particular technology enhances job performance or instructional effectiveness, while **Perceived Ease of Use (PEOU)** denotes the degree to which one believes that engaging with the system requires minimal effort or difficulty (Davis, 1989; Venkatesh & Davis, 2000). When educators perceive digital platforms as both useful and easy to use, they are more inclined to integrate them meaningfully into their teaching practice.

In this study, TAM provides a conceptual lens for examining how English language lecturers integrate interactive technological tools, such as Moodle, Zoom, and Google Classroom, as motivational agents in classroom instruction. PU and PEOU were operationalized through questionnaire items assessing lecturers' perceptions of the pedagogical value, motivational potential, and usability of these tools. The perceived enhancement of learner motivation is conceptualised as an essential component of PU, as lecturers may judge a tool to be "useful" primarily because it stimulates student engagement and participation.

Although **Behavioural Intention (BI)** was not directly measured, it was inferred from lecturers' responses regarding the perceived effectiveness and sustainability of technology use. This interpretive alignment recognises that lecturers' continued integration of digital tools reflects not only institutional expectations but also their intrinsic motivation and cognitive appraisal of the technology's relevance to learner engagement.

By situating this research within TAM, the study underscores that technology adoption in language education is a cognitive and motivational process, driven by educators' perceptions

of usefulness and ease of use, rather than a mere administrative compliance with digital mandates.

Methodology

Research Design and Purpose*:* This study investigated whether lecturers in higher institutions of learning have adopted technological tools as motivational agents to engage students and create immersive learning environments in the teaching and learning of the English language. A descriptive survey design was employed to obtain data on lecturers' knowledge, perception, and integration of technological tools in English language instruction.

Participants: The study population comprised 60 English language lecturers from three higher institutions: Madonna University, Nwafor Orizu College of Education, and Nnamdi Azikiwe University, all located in Anambra State. Out of this population, 20 lecturers (15 females and 5 males) voluntarily participated in the study.

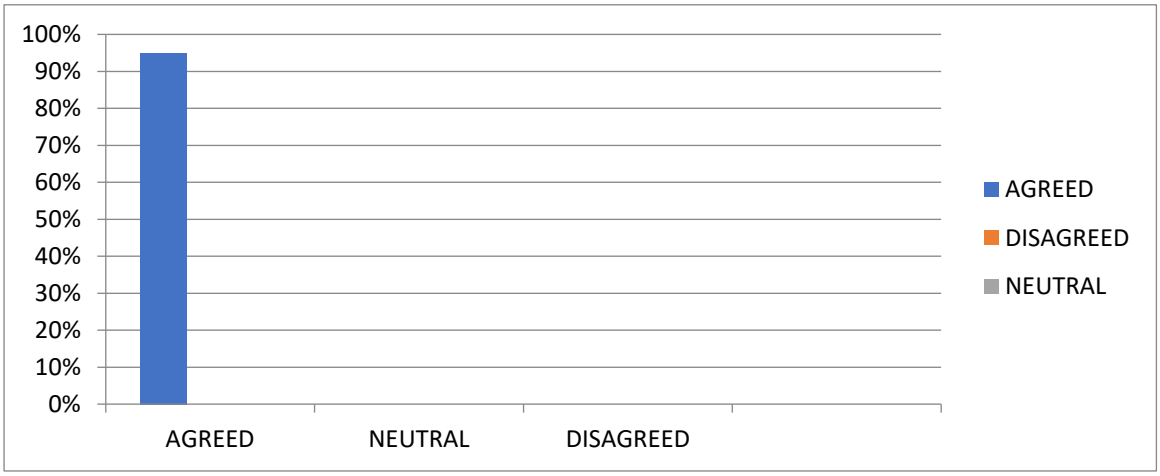
Instrument for data collection*:* Data were collected using a structured questionnaire designed to elicit information on lecturers' knowledge, perceptions, and integration practices regarding technological tools in English language teaching. The questionnaire was constructed on a three-point Likert scale with the response options *Agree*, *Disagree*, and *Neutral*.

Data Collection Procedure*:* The questionnaire was distributed electronically through WhatsApp to the participating lecturers. This method was adopted because, given the current economic constraints in the country, remote data collection was more cost-effective and time-efficient for the researcher.

Method of Data Analysis: Quantitative data collected from the questionnaire were analysed using theTechnology Acceptance Model (TAM)

Data and Analysis

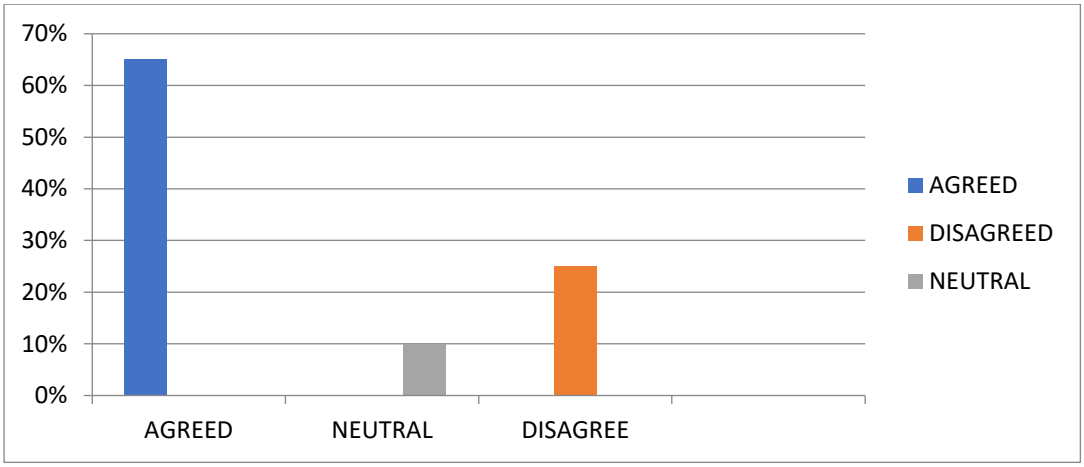
Research Question 1: What knowledge do lecturers have about the use of interactive technological tools in English language teaching?



Findings revealed that **95% of lecturers demonstrated substantial knowledge** of interactive technological tools used in English language instruction. Most defined such tools as digital, electronic, or physical resources that support the delivery, assessment, and management of learning content. Common examples included **learning management systems** (e.g., Moodle),

video conferencing platforms (e.g., Zoom), and **mobile applications** for vocabulary and grammar development. Lecturers recognised that these tools can be integrated across virtual, hybrid, and face-to-face settings to enhance instructional efficiency and student engagement.

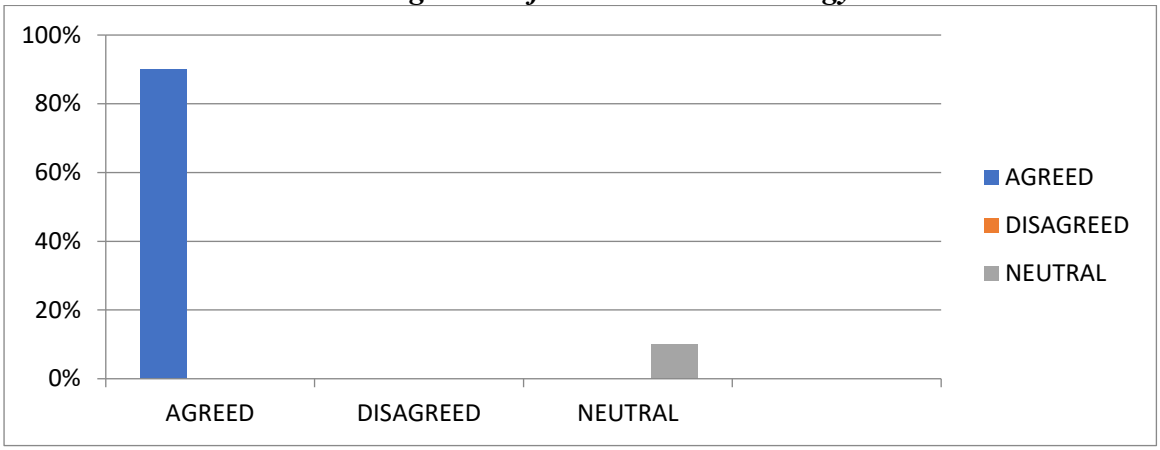
Research Question 2: How do lecturers integrate interactive technological tools as motivational agents in English language instruction?



About **65% of lecturers** reported that interactive technological tools enhance student motivation by making learning more engaging and enjoyable. The use of multimedia resources, language learning apps, and gamified activities was said to **capture students' attention** and **promote sustained interest** in English learning. Lecturers also noted that technology enables **personalised learning experiences**, allowing them to tailor materials and tasks to individual learners' preferences, thereby strengthening motivation. In addition, the **access to authentic English-language content** (such as films, music, and online discussions) was perceived as a key factor in demonstrating the real-world value of language learning. Immediate feedback mechanisms embedded in digital tools were also highlighted as motivating because they help students track progress and celebrate improvement.

However, **25% of lecturers** expressed reservations about the motivational benefits of technology. Some believed that motivation stems more from **effective pedagogy, interpersonal interaction, and intrinsic interest** than from digital tools. Others, particularly those unfamiliar with or lacking access to technology, questioned its effectiveness, warning that **overreliance on digital platforms** might distract learners or reduce their intrinsic motivation. A few emphasised that **human interaction remains central** to motivation and communicative competence in language learning.

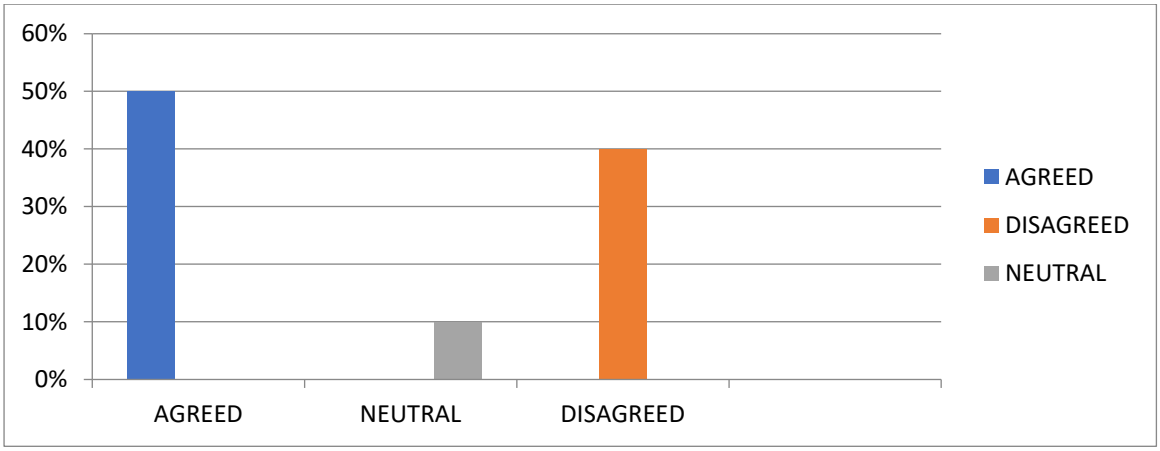
Research Question 3: What challenges do lecturers encounter in integrating interactive technological tools?



Approximately **90% of lecturers** identified multiple challenges affecting technology integration. These included **insufficient computer facilities,** limited **institutional support,** inadequate **technical training,** and unequal access to computer labs across disciplines. Many noted that **in-service professional development opportunities** significantly influenced their willingness and ability to use digital tools. Personal factors such as lecturers' **attitudes toward technology**, prior experience, and **openness to innovation** also shaped adoption.

In addition, some lecturers mentioned broader **institutional and pedagogical barriers**, including budget constraints, increased training demands, and concerns about **student distraction** through off-task activities such as online chats and games. Others worried about **reduced teacher–student interaction** and the **digital divide** affecting learners from low-income families who lack access to necessary devices or internet connectivity. Furthermore, **curricular inflexibility** and the extra time required to design technology-based lessons were cited as constraints.

Research question no. 4: Does the use of immersive technology improve students' English language learning outcomes compared to traditional methods?



Half (**50%)** of the lecturers agreed that **immersive technological tools**, such as virtual classrooms, digital simulations, and interactive language platforms, enhance learning outcomes by providing **authentic and contextualised experiences.** These tools were believed to help students acquire communicative competence and confidence through exposure to real-world English usage. In contrast, **40% of lecturers** maintained that **traditional methods** (e.g., textbook-based instruction, classroom interaction, and teacher-led guidance) remain

foundational for developing grammatical accuracy and structured comprehension. The remaining **10%** preferred a **blended approach,** combining both immersive technology and traditional pedagogical methods to achieve balanced learning outcomes.

Discussion of Findings

The findings of this study provide significant insights into how lecturers in Nigerian tertiary institutions integrate interactive technological tools as motivational agents in English language instruction. Interpreted through the lens of the Technology Acceptance Model (TAM), the discussion reveals that lecturers' knowledge, motivation, perceived usefulness, and contextual challenges interact dynamically to shape their technology adoption behaviours.

Knowledge and Awareness of Technological Tools

The finding that **95% of lecturers possess substantial knowledge** of technological tools such as Moodle, Zoom, and mobile learning applications demonstrates a high level of digital awareness. This reflects the increasing mechanisation of technology use in higher education following the global shift to blended learning (Dhawan, 2020). The lecturers' ability to define and identify specific platforms suggests a growing **technological pedagogical content knowledge (TPACK)** base (Koehler & Mishra, 2009). Within TAM, this aligns with **Perceived Usefulness (PU),** the belief that technology can improve teaching efficiency and learner engagement (Teo, 2022). Such awareness provides a strong foundation for sustained digital integration, though it does not necessarily translate into consistent pedagogical use (Venkatesh & Bala, 2008).

Integration of Interactive Tools as Motivational Agents

The data show that **65% of lecturers actively integrate technology** as a means of motivating students, citing its ability to make learning engaging, interactive, and personalised . This aligns with research suggesting that digital media enhance learner motivation by supporting autonomy, relevance, and immediate feedback (Deci & Ryan, 2017; Reeve, 2012). The lecturers' emphasis on real-world English exposure through multimedia and online communities reflects the construct of **Perceived Usefulness**, as technology is viewed as a conduit for authentic language learning (Stockwell, 2022).

However, the **25% of lecturers who expressed scepticism** reveal a tension between **traditional pedagogical beliefs** and technology-mediated approaches. Some lecturers associated motivation with interpersonal connection rather than digital interactivity, indicating that their **Attitude Toward Use (ATU)** is shaped more by pedagogical philosophy than technological confidence.

Challenges in Technology Integration

The challenges identified, limited infrastructure, insufficient training, and institutional constraints, represent barriers that lower both **Perceived Ease of Use (PEOU)** and **Behavioural Intention to Use (BIU).** The finding that **90% of lecturers faced structural challenges** reflects broader issues of digital inequity in developing contexts. The lack of adequate facilities and technical support increases the cognitive and logistical effort required to integrate technology, thus diminishing ease of use (Venkatesh et al., 2012).

Furthermore, lecturers' concerns about **student distraction and overreliance on digital tools** align with findings from Garrison (2017), who cautioned that technology use in higher

education must be guided by clear pedagogical intent. The mention of the **digital divide,** where low-income students may lack access to devices or stable internet, underscores the need for equitable technological policies and capacity-building initiatives.

Perceptions of Immersive Technology and Learning Outcomes

The division among lecturers regarding the effectiveness of immersive technologies mirrors the complex relationship between **technological innovation** and **pedagogical trust**. While **50% endorsed immersive learning** as enhancing communicative competence through authentic contexts, **40% remained attached to traditional approaches**, emphasising grammar and structure. This indicates that while the **Perceived Usefulness** of immersive tools is growing, **Behavioural Intention to use** may remain constrained by concerns about alignment with curriculum standards and assessment practices (Al-Emran & Teo, 2020).

The **10% who favoured a blended approach** reflect a transitional stage of acceptance consistent with TAM's predictive framework, where partial adoption often precedes full institutionalisation (Venkatesh & Davis, 2000). This hybrid orientation aligns with emerging pedagogical trends advocating for **"pedagogical balance",** the integration of human-centred teaching with digital affordances to maximise learning outcomes (Hampel & Stickler, 2022).

The findings demonstrate that while lecturers generally perceive interactive technological tools as useful and motivational, **institutional, attitudinal, and infrastructural barriers** continue to shape adoption patterns. The results reinforce the TAM assumption that perceived usefulness and ease of use are key determinants of acceptance, but they also highlight the influence of contextual and affective variables not explicitly captured in the model

Conclusion

This study examined how lecturers in Nigerian tertiary institutions integrate interactive technological tools as motivational agents in English language instruction. Guided by the Technology Acceptance Model (TAM), the findings revealed that while most lecturers possess substantial knowledge of digital learning tools such as Moodle, Zoom, and mobile applications, their integration practices are influenced by perceived usefulness, perceived ease of use, and contextual constraints.

A key finding is that lecturers recognise technology's potential to enhance student motivation through engagement, interactivity, and personalisation. However, divergent pedagogical beliefs continue to shape how lecturers perceive and apply these tools. While many view technologies as an enabler of learner autonomy and authentic exposure to English, others remain cautious, prioritising traditional teacher–student interaction as the primary motivational force.

Institutional and infrastructural challenges, such as limited access to reliable internet, inadequate training, and insufficient technical support, significantly constrain adoption. These barriers reduce perceived ease of use and hinder lecturers' behavioural intention to fully integrate technology into pedagogical practices. Despite these challenges, there is a growing recognition of the pedagogical value of immersive and blended learning approaches that combine traditional instruction with interactive technologies to achieve balanced learning outcomes.

Recommendations

1. Institutional Policy and Infrastructure Development: Tertiary institutions should prioritise investments in reliable digital infrastructure, such as stable internet connectivity, adequate computer facilities, and functional learning management systems. This will enhance perceived ease of use and minimise barriers that currently discourage consistent integration of technology.
2. Targeted Professional Development: Continuous and discipline-specific training should be organised to equip lecturers with the pedagogical and technical competencies needed to integrate interactive tools effectively. Workshops should go beyond tool demonstrations to focus on practical classroom applications that align with curriculum objectives.
3. Curriculum Innovation and Flexibility: Curriculum designers should embed digital pedagogy within English language courses, emphasising blended and multimodal instruction that leverages the motivational potential of interactive tools. This will promote authentic communication and learner autonomy.
4. Pedagogical Support and Collaboration: Departments should establish communities of practice where lecturers can share successful strategies, digital lesson plans, and innovations in technology-mediated motivation. Collaborative learning among educators can accelerate institutional adoption and reduce individual resistance.
5. Equitable Access and Inclusion: Institutions and policymakers should address the digital divide by providing subsidised access to devices and learning platforms for students from low-income backgrounds. Inclusive technological policies will ensure that motivational benefits of digital tools reach all learners equitably.

Further Research

Future studies should explore the longitudinal impact of technology-mediated motivation on learners' academic achievement and communicative competence. Comparative research across disciplines could also provide deeper insights into contextual variations in technology acceptance and pedagogical adaptation.

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