

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) INTEGRATION IN THE TEACHING OF ENGLISH: A SYSTEMATIC REVIEW

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### Abstract

The use of information technology significantly enhances the study of the English language. Through easy access to learning resources, learning applications, multimedia-based learning, global communication and collaboration, e-assessment, and self-directed learning, ICT helps students acquire English knowledge and skills more effectively and happily. Appropriate and targeted use of ICT in English language learning can increase students' motivation, broaden their horizons, and prepare them to face challenges in an increasingly connected global world. This study aims to evaluate the effectiveness and impact of ICT integration in English language teaching through a systematic review of the literature. Data and information about the incorporation of ICT in English language instruction were gathered through a survey of the literature. It is crucial to incorporate technology into the teaching and learning process in order to promote digital literacy.

**Keywords:** Integration, ICT, English Language Teaching

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## INTRODUCTION

Technology has become more and more vital in education in this highly developed digital age, particularly when it comes to studying English as a second language (Sitopu et al., 2024; Afni et al., 2024; Antika et al., 2024; Guna et al., 2024). More engaging, successful, and enjoyable teaching and learning strategies are now possible because to the integration of technology (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023). This has altered the field of English education and is essential to raising pupils' proficiency in the language going forward. The capacity of technology to produce rich and captivating learning experiences is one of its primary benefits for English language learners. Students can access a wide range of resources through online platforms, including multimedia learning materials, interactive training programs, and cutting-edge technology-based apps created especially for English language study (Arifah, 2014).

In the age of globalization that is the twenty-first century, it is critical to be multilingual in languages other than English. In this instance, English comes first. English language instruction has been practiced for a long time, and its importance is only increasing due in part to the effect of the Internet. The emergence of multimedia technology and its applications for teaching, displaying audio, visual, and animation effects, adds a unique flavor to English language instruction and creates a favorable environment for the reform and investigation of English language teaching models in the new era, all thanks to the swift advancement of science and technology. Multimedia technology has been shown to positively impact students' engagement and self-motivation in the English language learning process in the classroom (Al-Munawwarah, 2014).

However, with the advent of ICT, students now have easy and quick access to a variety of online English learning resources. Via the internet, they can access e-books, scientific journals, videos and audio in English.

There are many applications and software specifically designed to improve English skills. The app offers various features such as grammar, vocabulary, listening and speaking exercises. Students can download this app on their smartphone or tablet and learn English anytime and anywhere. This gives them the flexibility to practice English according to their own schedule, without being limited by physical or time constraints (Costley, 2014).

Apart from that, ICT also enables the development of English language learning content that is rich in multimedia. Learning materials that contain images, videos, audio and animation can make learning more interesting and interactive. For example, by using videos, students can see the practical use of

everyday language in real situations. They can listen to English speech by native speakers and see the corresponding facial expressions and body movements. This helps students understand the context and correct intonation in English (Tri & Nguyen, 2015).

Additionally, ICT enables communication and collaboration between students around the world (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023). Through email, online forums, or distance learning platforms, students can interact with native English speakers or other students who are learning English. They can practice speaking and writing in English practically and authentically. By communicating with native speakers, students can improve their listening and speaking comprehension skills, while collaborating with other students enriches their learning experience with different perspectives and cultures (Keengwe & Onchwari, 2009).

Furthermore, ICT also facilitates the assessment and feedback process in English learning. Teachers can use special software or learning platforms to provide assignments and exams online. This allows teachers to easily grade student work automatically or semi-automatically and provide immediate feedback. Students can receive more effective and immediate feedback via electronic media, which helps them understand their strengths and weaknesses in English and identify areas for improvement. ICT also encourages independent learning in English language learning (Pourhossein Gilakjani, 2017).

Students can use technology to learn English independently. With a variety of online resources available, students can access learning materials, exercises and exams on their own. They can set their own learning pace and repeat difficult material as many times as they need. Additionally, there are also English learning apps that offer special features such as study reminders, scheduling, and progress tracking, which help students plan and manage their time effectively.

Overall, Information Technology has a significant role in improving English language learning. Through easy access to learning resources, learning applications, multimedia-based learning, global communication and collaboration, e-assessment, and self-directed learning, ICT helps students acquire English knowledge and skills more effectively and happily. Appropriate and targeted use of ICT in English language learning can increase students' motivation, broaden their horizons, and prepare them to face challenges in an increasingly connected global world.

This study aims to evaluate the effectiveness and impact of ICT integration in English language teaching through a systematic review of the literature.

## **RESEARCH METHOD**

The method used in writing this article is a literature review. A literature review is the process of collecting, analyzing, and compiling information from reliable sources that is relevant to the topic being discussed. In this case, a literature review is used to collect data and information related to the integration of information and communication technology in English language teaching.

First, the author looks for trusted sources such as scientific journals, reference books, and websites related to the use of ICT in learning English. This search was carried out using relevant keywords such as "Integration of Information and Communication Technology (ICT) in English Language Teaching", "Information and Communication Technology in Education" and the like. The sources selected are sources that have authority and credibility in the fields of English language learning and Information Technology. After collecting relevant sources, data and information from these sources are analyzed systematically.

The author reads and studies the contents of each source, noting important points, findings, and evidence that supports the role of IT in English language learning. This data and information is then grouped based on related themes or subtopics, such as access to learning resources, learning applications, multimedia-based learning, communication and collaboration, e-assessment, and independent learning. Next, the author arranges the data and information that has been analyzed according to the established article structure, namely abstract, introduction, methods, results and conclusions.

The introductory section explains the background and importance of learning English in the digital era, as well as introducing the role of IT in the context of learning English. The method section explains the use of literature review as the research method used in this article.

## **RESULT AND DISCUSSION**

### **English Language Teaching Theory**

The phenomenon of teacher-centered learning has become widespread and is difficult to change. In this traditional approach, teachers seem to play an important role in the teaching and learning process (Sarmila et al., 2023; Sulastri

et al., 2023; Haddar et al., 2023). The teacher provides information which students passively receive. There is no meaningful preparation and activity before starting the lesson (Aslan & Pong, 2023; Tuhuteru et al., 2023; Astuti et al., 2023). Students are invited to sit, be quiet, and just listen (Arnold & Ducate, 2015).

The main characteristic of this traditional learning approach is that teachers usually use certain textbooks to teach English, which focus more on grammar. The orientation is to produce students who can answer English exam questions well. On the other hand, students lose the opportunity to complete language tasks communicatively by collaborating and interacting with classmates (Afzar, 2014).

The role of English as a foreign language is problematic. Indonesian people do not have much access to hearing people communicate using English in everyday life. In fact, even though English has been taught and used for many years in formal Indonesian schools, the results are still not satisfactory because very few students who graduate can communicate well and fluently (Genclter, 2015).

Traditional classes do not provide opportunities for students to generate and develop English learning strategies. In this approach, students have fewer opportunities to talk about their learning processes and experiences. This results in them being very passive and dependent on the teacher. However, the problems faced in teaching English are caused by teachers and originate from the students themselves and their environment (Wang & Tahir, 2020).

Of course, teachers must rely on their capacity to increase student motivation and design various approaches to develop students' English skills. Most researchers agree that creativity and innovation are the main things that determine the success or failure of a person or organization (Nur & Madkur, 2014).

There are numerous approaches that can be used in different contexts for language learning. Some are helpful for teaching English, speaking, reading, listening, and interpreting; others are helpful for testing and remote learning. Respecting new technology and using it to provide highly beneficial things should be the guiding principles of education. Machines should never be allowed to replace teachers or restrict tasks where more effective, conventional ways can be used (Hidayati, 2016).

There are several reasons why understanding how to use contemporary technology is important for both teachers and all English language learners. It's

important to note that new technologies are developing and spreading so swiftly that we are powerless to resist their allure and effect (Raja & Nagasubramani, 2018).

The structure, meaning, and function of language are all somewhat hampered by traditional teaching methods, which also turn pupils into passive consumers of information. They therefore have a harder time meeting their communication goals. Multimedia technology facilitates the integration of teaching and learning and gives students more chances by directing thinking and inspiring pupils through teacher instructions. Therefore, imparting multimedia technology to pupils in a unique way encourages their critical thinking and social practice communication abilities (Dockstader, 1999).

In order to access learning materials, students using traditional learning techniques must meet in person with the teacher. Such approaches have grown less relevant and ineffectual in the present day.

Information technology intervention is required in modern education to enhance the implementation of learning activities at the college and school levels (Parvin & Salam, 2015).

Education must alter in the globalization period to meet students' fast-paced, precise, and practical needs as well as their changing thought patterns. Information technology is available to meet these demands. Students can use technology, particularly the internet, to obtain information broadly with the use of ICT. Student-teacher interaction becomes more fluid and unrestricted (Lelawati & Mailani, 2018).

Through a variety of contemporary communication channels, information technology serves as an educational tool. Computers, mobile phones, email, online education software, and so forth are a few examples. This indicates that professors can continue to impart knowledge without physically meeting with pupils thanks to ICT help. Students can also access a greater variety of resources, knowledge, and references. The availability of internet technology has also facilitated and improved the practicality of the education system's implementation. The emergence of cyber teaching techniques, or online virtual learning, is evidence of this (Azmi, 2017).

Broadly speaking, information technology plays a vital role in modern education, particularly in providing:

1. Practical and up-to-date facilities that support and enhance the teaching and learning process.

2. Information and communication technology serves as a means of learning that facilitates the rapid, accurate, and effective delivery of instructional content.
3. Resources that facilitate fast, accurate, and efficient data retrieval, processing, storing, and presentation

### **The Role of ICT in English Language Learning**

Teachers can assist themselves in the teaching and learning process in the classroom by utilizing a variety of information and communication technology technologies. This technology also makes the methods used in presenting material more varied. With varied methods, it is hoped that students who take part in the teaching and learning process in class will not become bored in capturing the material. The variation referred to here is that the teacher not only presents material orally but also visually, audio or a combination of audio-visual (Almalki, 2020).

This diversity can be achieved with the help of various information and communication technology tools.

1. **Cassette Player or Tape Recorder and Sound System**

English teachers can use this cassette player to convey English song material. However, beforehand the teacher shared the text of the song used. After the process of listening to the song together is complete, a discussion is held about the English used in the song. The main topic of discussion is about new vocabulary that they don't know yet. In contrast to without the application of information and communication technology, discussing vocabulary becomes more interesting after students listen to songs together.

2. **Film Player or DVD Player or VCD Player and Television**

Apart from listening to songs, the English teacher concerned can also use films as a means of learning English. The teacher in question shows English language films with various themes, for example a film entitled Sport.

3. **LCD or OHP**

The instructor can use Microsoft Power Point to deliver the conversation and add interest to the subject matter. An LCD can be used to display data that has been processed into Microsoft PowerPoint format. Images relevant to the content are added to the data processed using Microsoft Power Point media to make it more engaging. Students may find it simpler to retain and recollect the information when it is visually presented to them. In the event that an LCD is not accessible in the classroom, the instructor

may use an OHP to present data from Microsoft PowerPoint that has been printed into transparent form.

4. Language Laboratory

Listening materials are typically provided in language laboratories. Listening materials can be presented by the concerned teacher in the form of English songs or radio recordings of English news. Students can wear the supplied headphones in the laboratory to protect their hearing from other undesirable sounds. Additionally, it is anticipated that pupils who use headsets will be able to pronounce words in English more accurately.

5. Computer or Notebook

Computers or notebooks can be used by English teachers to access the internet. The concerned teacher has limitless access to English language data via the internet network. In addition, the instructor in question can teach pupils to become accustomed to this global technology by using the internet network. Some of the content can be used by English teachers in a variety of programs offered by the internet network.

6. Email or electronic mail

Email is a useful tool for English teachers to discuss provided material. This gives kids who wish to learn English more of an opportunity. Given the little amount of time teachers have to cover each topic in class, some students may email the teacher in question if they have any questions. Email is a useful tool for content discussion since it allows the teacher to respond with in-depth explanations. It won't be easy for the worried teacher to give a detailed explanation by short message.

7. Social Networks (Friendster, Facebook, Twitter and Others)

Students can access the social media accounts of English professors. By using this social networking account, the teacher in question will be able to guarantee that his students are constantly receiving the most recent information. This can include statements regarding the teaching and learning process in the classroom, tasks, or items to be presented at the next meeting.

8. Chat Rooms

This program can be used by English teachers to help students practice creating everyday English conversations. To make the communication process more engaging and encourage students to participate, teachers can ask students to communicate via chat rooms.

9. Blogs



English professors can post their students' completed assignments on blogs. The teachers announced, or perhaps warned, that all of the assignment results would be published via an internet blog so that anyone from anywhere in the globe could view them before posting the student work (Agustin, 2019).

### **Information and Communication Technology in Education**

Information and Communication Technology or abbreviated as ICT is all technology related to handling information. ICT refers to information and communication technology, which includes methods for retrieving, gathering, processing, distributing, and presenting data (Costley, 2014).

Information technology is a tool for processing data, which includes gathering, processing, compiling, storing, and manipulating data. A variety of techniques are employed to generate high-quality information, or timely, relevant, and accurate information that can be used for both personal and professional reasons. Governance is a crucial component of decision-making.

The role of information and communication technology for education is as follows:

1. As Learning Infrastructure

ICT plays an important role as a learning infrastructure where teaching materials are available in digital format so that the learning process can be carried out anywhere and at any time. Students do not have to stick to studying at a predetermined place and time. When they are free and in public places, they can still learn via their gadgets.

2. As a source of teaching materials

Now the source of teaching materials for teaching staff cannot only be obtained from books. ICT can also be used as a source of teaching materials that keep up with the times. There are many teaching materials that can be obtained from all parts of the world so that the knowledge gained is more.

3. As a learning tool and facility

ICT is currently used to help teaching and learning instead of chalk and blackboards. ICT will enhance teaching and learning by providing innovative and exciting tools and facilities. Because this procedure is more up to date, it is also recognized to be effective. For this reason, teaching staff are also obliged to follow technological developments so that they can teach according to developing trends. Students can also explore science more widely and independently.

4. As Skills and Competencies

The use of ICT must be proportional. What this means is that ICT can enter all levels of society but is adjusted to their respective portions. Don't let ICT for university educated people be given to rural people who on average have a low educational background.

5. As a source of research information

The research process in the world of education has become easier to carry out thanks to ICT as a source of information. The existence of ICT also means that someone's research can be used and known by other people. This will be useful to prevent similar research from occurring.

6. As a Consultation Media

The internet is widely used as a medium for consulting with experts located in other places. Both educators and students can use it to support their learning activities directly from experts without having to pay expensive fees.

7. As an online learning medium

Learning can be done anywhere, including online using the internet. The many websites, blogs, forums or applications that are now available on the internet mean that anyone can learn online. For example, there are online libraries, namely libraries in digital form that use the internet as a container. Anyone can access knowledge sources easily without being limited by distance and time. There are also online discussions from forums formed on the internet which allow anyone to discuss and exchange opinions with people who are members of these forums (Pourhussein,2014).

## **CONCLUSION**

The capacity of technology to produce rich and captivating learning experiences is one of its primary benefits for English language learners. Students have access to a wide range of resources via online platforms, including cutting-edge technology-based apps created especially for English language instruction, multimedia learning materials, and interactive training programs.

Information technology plays a crucial role in modern education, particularly in providing:

1. Practical and up-to-date facilities that support and enhance the teaching and learning process.
2. Information and communication technology serves as a means of learning that facilitates the rapid, accurate, and effective delivery of instructional content.

3. Resources that facilitate fast, accurate, and efficient data retrieval, processing, storing, and presentation.

Learning that implements appropriate technology integration in English learning benefits pedagogical aspects, learning, motivation and involvement of teachers and students, increases independent learning and increases interaction and communication. It is crucial to incorporate technology into the teaching and learning process in order to promote digital literacy.

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