
RESEARCH ARTICLE

Integrating ICT in Language Classes: A Review of The Literature

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ABSTRACT

The integration of ICT in language classrooms has had substantial growth worldwide. It not only creates an appropriate environment for more effective learning but enhances the involvement of the students in the teaching-learning process. Relying on a critical analysis of twenty empirical and conceptual researches, this review article synthesizes prevailing attitudes and points of view on the role of ICT in fostering and enhancing language education. The outcome of the analysis emphasizes that ICT tools can in fact significantly foster the motivation of learners, promote authentic communication and enhance their self-independence and autonomy. Additionally, the diverse ICT tools, from interactive software to mobile apps, boost teachers' creativity, help them innovate and have access to diverse teaching approaches. Despite some challenges and barriers such as teachers' lack of technical skills, insufficient infrastructure and failure of software and digital services that may hinder the full exploitation of ICT tools, researchers still strongly believe that a well-planned, judicious ICT integration is a cornerstone in improving students' self-confidence and linguistic competence. Indeed, teachers adopting these digital tools report higher classroom productivity, more teamwork and collaboration, enhanced cross-cultural knowledge and exposure to real-life materials. Moreover, ICT is a good means to foster learners' language accuracy as well as fluency. This review comes out with the conclusion that ICT, when well used and exploited, achieves significant positive "spill-over" effect in language classrooms. The review calls on a common proactive involvement of educators, decision-makers, and social actors so as to overcome the challenges, tackle the problems and maximize the use of these tools for a better language education future.

KEYWORDS

Information and Communication Technology (ICT), language teaching, ICT integration, challenges

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Introduction

In today's connected world, the integration of ICT in language education has become an essential tool that go hand in hand with the 21st century ongoing changes. The global world is in constant metamorphosis in all domains and the education systems are no exception. They have undergone important changes as a result of the quick expansion of digital technologies coupled with the increasing need to enhance language skills and digital literacy (Ghavifekr & Wan Rosdy, 2015; Yunus, 2018). ICT has significantly impacted the teaching and learning process mainly when it comes to language education; where it has been used as a new effective means to enhance learners' competence and knowledge (Bhandari, 2020; Aydin, 2013).

ICT tools emergence - ranging from computers, interactive white boards, and mobile devices alongside with online application - have revolutionized the education world and tailored a new concept of language education and practice. Through dynamic platform, ICT has made it possible for learners to be more active, collaborative and have access to authentic language resources (Rodliyah, 2018; Antika et al., 2024). Dudeney and Hockly (2012) have shed light on the importance of technology in the language teaching-learning process when it comes to enhancing learning and learners' autonomy. In fact, technology transforms the classroom to a more fruitful environment and opens wide the gate of opportunities for both teachers and learners to go beyond

the walls of the classroom, step into the outside world, and be active members of the global community. Such an initiative will remain a utopia without the integration of ICT in education.

Many countries have become aware of the importance of digital literacy and have introduced policies and reforms within their educational systems. Indonesia is an example of one of these heading countries. The 2013 curriculum emphasizes the importance of ICTs in improving the teaching and learning outcomes (Santosa et al., 2022). Bangladesh has followed the same path with its "Vision 21" and "National Education Policy (2010)" which prioritizes ICT in education so as to improve the learners' skills, foster equity and fight disparities which hinder access to quality education (Khan et al., 2011; Talukder, 2018). These two examples are an explicit acknowledgement of ICT role in changing the educational world, and more specifically, language education.

Scholars praise the positive impact of ICT integration in language education. While technology-mediated learning exposes students to authentic target language and encourages them to practice the four skills in an interactive environment (Chapelle, 2010; Costley, 2014), multimedia tools, online platforms and digital applications remain good means to enhance learners' linguistic proficiency (Nurhayati et al., 2023). ICT integration also affects the educational paradigm, shifting it from a teacher-centered to a student-centered approach and; thus, makes students' active participants and stakeholders in the teaching-learning process (Parette & Blum, 2013).

Despite all the benefits of ICT integration in education, it does not go without any challenges to meet. Teachers' lack of confidence and technical skills, insufficient infrastructure, and failure of software and digital services are but some of the many barriers that hinder the full exploitation of digital devices (Hennessy et al., 2005; Talukder, 2018; Mahmud Khan & Kuddus, 2020). Some other barriers can be traced back either to the teachers' attitude toward ICT and its implementation in the language classroom (Fullan, 2001), or to their reluctance and resistance to change (Türel & Johnson, 2012).

These challenges, however, have not affected the strong belief of researchers in the fruitful results of ICT integration in language education. When it is well implemented, ICT not only foster students' motivation and self-independent learning, but also improves their language skills through interactive activities (Jamieson-Procter et al., 2013).

The increasing emphasis on digital competence in the 21st century further reinforces the necessity of ICT integration into language education as an educational "currency". Trilling and Fadel (2009) shed light on the importance of effective communication, cross-cultural collaboration and digital literacy for academic and professional success in today's global interconnected world. The objective behind integrating ICT in language classrooms is not only to acquire language competence but digital literacy as well for a better future career and good social participation (Hussain, 2018; Koehler et al., 2013).

Given the important number of research and concerns devoted to this topic, the present article seeks to contribute to the academic discussion by conducting a critical and comparative review of current literature on the integration of ICT in language education. By analyzing about twenty articles on this topic, the review aims to make a synthesis and a comparison of various authors' perspectives on ICT use in language classroom: The benefits, the challenges and the pedagogical implications.

The main objective of this paper is to identify the common points of agreements among researchers, pin down challenges and highlight their common positive attitude toward ICT integration in language teaching. By critically examining the literature, the present article will (1) provide a deep understanding of how ICT is perceived and used in the language education context, and (2) offer valuable recommendations for educators, policy-makers, and researchers so as to promote an effective and fruitful language learning environment where technology is enhanced and well used.

Overview of ICT and English Language Teaching

Integrating ICT into language classrooms has become a part and parcel of English language teaching. A multitude of research studies conducted worldwide show that well designed and crafted digital resources have the power to impact positively the fundamental aspect of the teaching-learning process. The use of these resources tremendously upgrades learners' engagement in the classroom, lead to a better and deep understanding of language and fosters communicative competences as well (Budiman, 2020; Msambwa et al., 2024). Digital resources are, indeed, able to reshape and transform the language education paradigm, change the learning dynamics and redefine the educators' role.

Shift from Traditional to digital pedagogies

Throughout history, language education has witnessed a lifelong quest to create an appropriate environment able to enhance and foster English language learners' accuracy and fluency. Different approaches, frameworks and methods have been developed to meet the challenges of such issue (Richards & Rodgers, 2014). The previous methods tend to rely on a teacher-centered approach, with the teacher delivering information and the students receiving knowledge to be given back later to the teacher through tests and assignments. In such a learning environment, the teacher is the only one responsible for communicating knowledge, and the only source of information (Mascolo, 2009). Later on, theoretical frameworks are replaced by more communicative approaches (Warschauer & Healey, 1998; Bax, 2003) which tend to foster learners' active involvement and critical thinking. Learning is no more a "one-way" but rather a "two-way" approach with the students at the center of the educational process. Learners are encouraged

to bring about their own background knowledge and past experiences to take on new information, broaden their learning and sharpen their skills. With the digital revolution and the integration of ICT tools, student-centered learning become essential to empower the learners and keep up with the permanent change of our digital era. Shifts towards using videos, conferencing apps and online discussion boards give the learners the opportunity to interactively practice language in real-world contexts (Khan & Kuddus, 2020; Bhattarai, 2021). Digital initiatives prove to be fruitful in improving motivation and language proficiency even in areas with limited resources- as in rural educational institutions in Bangladesh, Indonesia or Nepal (Hidayati, 2016; Bhandari & Bhandari, 2024).

Stimulus for Engagement and Autonomy

The integration of ICT in education has known a strong support worldwide owing to its ability to foster learners' autonomy and motivation. Khan and Kuddus (2020) indicate that in Bangladesh, educators notice that when students are exposed to multimedia content, such as interactive presentations, short films and digital role-playing activities, they become more involved in the learning process. Bhattarai (2021) also reports the positive effect of multimedia material. Whenever students are exposed to real-life scenarios or cultural references, they become more involved and show genuine interest in the target language. These interactive multimedia tools should be perceived as a turning point in English teaching-learning process as they give new dimensions to learning and keep it away from memorizing and parroting grammatical rules. They open wide new gates for learners to communicate across cultures and interact beyond the classroom walls (Sabiri, 2020).

Furthermore, digital platforms, together with interactive software, are key features in modern pedagogy. They are good means to enable learners' progress at their own pace, improve their autonomy, have access to more challenging materials, and even advance in their program if they ever outpace their classmates (Lubis, 2018). When well chosen and used effectively, these tools are a remedy to disparities among students with different skills and abilities (Msambwa et al., 2024). Diverse materials, such as online dictionaries, grammar checking tools and reading platforms can also answer the needs and expectations of students regardless of their levels and; thus, be a consensus-oriented approach to address disparities in heterogeneous classes (Hidayati, 2016). With a wide range of technological tools at hand, instructors can easily implement communicative language teaching and create effective language learning environment to forge ahead the learners' communication skills.

Important Considerations and Implementation Challenges

Despite the significant role of ICT in enhancing and facilitating the teaching-learning process, its effectiveness is neither dependable nor definite and sure (Hashemi & Kew, 2020). Researchers permanently underline the importance of teachers' readiness and the appropriateness of the environment in the success of ICT integration. The lack of adequate technical proficiency or in-depth knowledge of online task integration within the program goals may reduce technology to a mere superficial enhancement (Ali, 2020). Furthermore, the lack of infrastructure and sufficient internet access makes it difficult and challenging for educational institutions to concretize the theoretical advantages of ICT in daily practical applications (Bhandari & Bhandari, 2024; Khan & Kuddus, 2020). Teachers' training, administrative assistance, and policy alignment are the major features that determine the degree to which digital innovations prosper.

Moreover, in some cultural context where teacher-centered instruction is rooted and anchored as being the best way to enhance learning, drifting to student-centered teaching and integrating technological tools may be a real challenge to meet. Administrators as well as parents who stick to the traditional teaching-learning process, may be reluctant to the change. Most of them still link screen time with leisure time while others are concerned with students using digital devices for entertainment and personal objectives rather than for educational and academic purposes (Hidayati, 2016).

Research Patterns:

The analysis of the twenty articles under review -covering countries such as Nepal, Indonesia, Malaysia, Bangladesh and beyond- has revealed some common agreement on ICT integration as a good means to:

- 1- **Enhance learner engagement:** Interactive activities and multimedia content are able to foster learners' motivation and engagement (Khlaif et al., 2019).
- 2- **Facilitate real and authentic communication:** Online platforms and synchronous calls impact language learning outcomes as they expose learners to diverse accents, real life situations, and help them enrich their cross-cultural knowledge.

- 3- **Support learners' autonomy:** Digital media allows students to identify and set their objectives, work at their own pace and focus on their personal needs.
- 4- **Improve assessment and feedback:** Digital tools can offer immediate corrections, track students' progress overtime, and improve their deep and critical thinking through activities such as e-portfolios and collaborative writing assignments (Ali, 2020; Msambwa et al., 2024).
- 5- **Foster cultural exchange:** Technological tools play an important role in bridging the cultural gap, highlighting the cultural identity while fostering good will and global understanding. Such technological innovations have enhanced the students' cross-cultural knowledge and sensitivity through telecollaboration and online resources that highlight the diverse cultural norms (Ruiz-Ortega, 2020).

ICT integration has reshaped the teaching-learning concept and process, and brought about significant outcomes that benefit both the teachers and the learners. Nevertheless, teachers keep reporting that these outcomes are very closely linked to various factors, including supportive infrastructures, permanent teachers training, and learner-centered communicative paradigms (Lubis, 2018; Hidayati, 2016).

ICT growing strong position in English language teaching does not come solely from the fact that it is a new innovation but from the reality that digital tools revive and liven up the teaching-learning process. ICT tools have the power to impact learners' linguistic development, from building up basic language competence to enhancing cross-cultural communication. Current results, however, depend on collaborative, interdisciplinary approaches ; compatible, reliable and secure ICT tool; and educators that believe in and embrace these new pedagogical possibilities (Mswamba et al., 2024).

Given what has been said before, the relationship between ICT and ELT should not be perceived as an ephemeral connection but rather as an ongoing dynamic partnership calling for a fruitful combination of technology and pedagogy.

ICT Contribution to Foreign Language Development

Elaborating on the previous discussion and with regards to the broad framework of ICT in English language teaching, this section sheds light on the pivotal role that technology plays in fostering learners' accuracy and fluency as well as improving their proficiency and mastery of the four major language skills, namely listening, speaking, reading and writing. The section also deals with the importance of merging skills into integrated tasks so as to create a real-life environment for learners to cultivate intercultural communication and cross-cultural knowledge.

ICT and Listening

Listening, a cornerstone in understanding and using foreign languages, has for long been underestimated and neglected in the teaching-learning process, in comparison with the other skills. This lack of attention may be traced back to a false idea about language learning but also to the constraints related to the teaching and assessing of this skill. A widely common conception likens the first language acquisition to the second language learning. Based on this assumption, learners are supposed to develop and improve their listening skills naturally by mere exposure to the target language. The second reason behind such neglect is the challenges instructors face to teach and assess listening.

The integration of ICT enhances authentic listening practice by bringing more opportunities than any conventional materials (Budiman, 2020). For instance, multimedia content, including TV shows, movies, podcasts and YouTube vlogs, exposes learners to an authentic communication environment and gives them the opportunity to interact with real-life language. Research carried out by Msambwa et al., (2024) highlight the efficiency of such exposure in upgrading comprehension skills in comparison with the traditional learning material (TLM).

ICT and Speaking

Speaking is as crucial as listening in communicating and establishing social contact among people. With globalization and ICT development, the geographical boundaries have been destroyed and; thus, changed the world into a small village where people can act and transact easily. With such tremendous alterations, good verbal communicative skills have become a must have to meet the challenges of the global era. Keeping in mind these challenges as well as the importance of cross-cultural knowledge, English language instructors have to equip learners with the necessary tools in order to become part and parcel of the global community. Research shows ; however, that the mastery of speaking a foreign language should not be perceived as an independent skill in itself but rather as the outcome of many interlinked competencies ranging from pronunciation, vocabulary, grammar and fluency

(Leong & Ahmadi, 2017). The integration of ICT brings significant benefits to the teaching-learning process. Unlike the traditional methods which rely on dialogue memorization, mechanical and repetitive drills, technology creates an appropriate learning environment for every learner to achieve their full potential, work at their own pace, be more engaged in the learning process, develop self-autonomy while enjoying their lessons. In this context, research shows that the internet, videos and podcasts are among the best technological tools to improve learning speaking skills (Bahadorfar & Omidvar, 2014). The use of multi-media learning material has tremendous positive effects in building up learners' speaking abilities (Ampa, Rasyid and Rahman, 2013) together with increasing their speaking fluency and accuracy.

ICT and reading

Reading, whether intensive or extensive, should not be perceived as mere decoding or deciphering but rather as a more complex cognitive process. Though traditionally considered as a receptive skill, reading a text necessitates a good mastery of grammar, sentence construction, vocabulary and punctuation in order to grasp meaning and understand a document. This requires a real transaction and a complex interaction between the text and the reader's background knowledge, ranging from linguistic competences to personal experiences, attitudes, and critical thinking strategies. Reading is, and will remain a challenging skill to master. With the integration of ICT; however, reading is no more a hardship journey for learners. ICT brings about a wide variety of digital reading resources and material to improve learners' reading skills and competence as well as increase the opportunity of teaching inside and outside the classroom context (Hsu & Wang, 2019). Digital libraries, e-books, and online journals and magazines expose learners to a wide range of resources answer to their proficiency level and personal interest (Sabiri, 2020). The above resources and materials come together with a wide range of extra pedagogical devices, which make it easier for the learners to understand and grasp the meaning of the reading by either looking up words in the integrated dictionaries, translating sentences or paraphrasing content. Such practices make them more involved, work at their own pace and acquire personal strategies to deal with reading texts and documents. A study conducted in Nepal by Bhandari & Bhandari (2024) reveals the fruitful results of learners' exposure and good use of reading applications. In addition to acquiring autonomy and deep understanding, the students have succeeded in going over the perplexity that may deter or hinder their reading comprehension.

ICT and writing

Writing, in comparison with listening, speaking and reading, is the most complex and difficult skill to acquire and master in language learning. The complexity comes from the fact that writing requires learners to convey their ideas and arguments in a clear, concise, and coherent manner. The difficulty also arises from lack of ideas and background knowledge about the topic. With a poor mastery of writing skills along with a poor vocabulary and grammar knowledge, teaching writing is a challenge for English teachers too. They have to enhance the learners' writing skills, which have become a key life skill, to succeed in their academic, professional and social life. Moreover, educators have to deal with the low motivation of learners who see writing as a difficult boring task. Another challenge facing educators in language classes is to design assessments, implement them, correct them and give feedback in a reasonable time.

The integration of ICT in the teaching of writing skill in ESL/EFL context comes to answer the needs and expectations of a highly skilled digital generation. It is a part of their daily routine and the primary means of communication in formal and informal contexts. As a result, learners have easy access to a wide range of digital tools and internet platforms that help them improve their writing skills, reduce anxiety and uncertainty that they may go through when writing. Technology makes students stakeholders and active actors in the learning process. ICT equip them with the necessary tools to make their voices heard, and be masters of their own choices and ideas. Innovation in the classroom has switched the roles of the teacher from a knowledge provider to a knowledge facilitator and monitor. The learners are no more "spoon-fed" and "closely-guided" but rather encouraged to innovate and take initiatives in order to improve their writing proficiency.

Connected classes tend to have an edge over conventional classes when it comes to the frequency of assignments and the teacher's feedback. Using writing tools and collaborative platforms makes it possible to provide immediate or near-immediate feedback (Ali, 2020). Learners use Google Docs or similar platforms and share their preliminary draft with their classmates or teachers and obtain comments and viewpoints. Santosa et al. (2022) state that such practice enhances collaboration among learners and encourages them to dare and use rich vocabulary, accurate words along with more complex grammatical structures without worrying about the final grade. Sharing views and feedback creates a vivid environment for students to upgrade and polish their language choices. Writing; hence, becomes an objective to attain in itself. Class mates and teacher's feedback is of a paramount importance in providing students with insights into their strong and weak points in language learning, and enabling them to make what is good excellent and redress what is poor.

Grammar checkers or AI driven writing applications are considered by learners as more sophisticated means to provide automated feedback. Indeed, these digital devices pinpoint learners' repeated inaccuracies and elicit refinement through steady drills (Ghavifekr & Rosdy, 2015). Though highly praised and solicited by learners, automated systems are subject to criticism from the part of many authors who shed light on the restriction of these systems in fully underlining words meaning whether in nuance or in context use. Teachers turn out to be better than the algorithm at shedding light on the misuse of semantic and stylistic devices. A close alliance between algorithm and teachers will bring about tremendous benefits to the writing skill (Bhattarai, 2021).

Multi-Skill Blending in Communicative Tasks

ICTs, in the global world, have destroyed the geographical borders between countries and changed the world into a small village; and so is the case in the educational world. ICT-based activities have merged the four skills into integrated, interdependent tasks (Budiman, 2020) to create interactive lessons and enhance learners' collaboration, creativity and critical thinking. Digital storytelling is an example of such merging and integration of the four skills. Learners work together throughout the whole process from drafting, writing, recording or animating to uploading to YouTube or class depository (Lubis, 2018). The process, though too demanding, is also rewarding and highlights the positive outcome of the four skills integration. Online simulations is another example of blending the four skills. Simulating a virtual conference makes learners be active participants and put themselves in the shoes of real employers. It becomes their duty to read documents, speak, answer questions and write summaries (Khan & Kuddus, 2020). Such role-plays are authentic real-life situations in a virtual professional setting. Learners are obliged to use challenging language forms to be part and parcel of the scenario. Ali(2020) reports that integrated tasks require high level of attention and self-involvement from the part of the learners who perceive them as a reflection of real-life communication.

Cultivating Cross-Cultural Knowledge and Intercultural Competence

Communication remains a key feature to enhance good will among people. With globalization, cultural communication has become a must have to bridge the gap between the diverse cultures and celebrate "unity within diversity". ICT has changed the world into a small village and; thus, contributed to the cultivation of cross-cultural communication and cross-cultural knowledge. The integration of ICT in EFL setting brings about real-life situations to the classroom. It enables the learners to be exposed to the language in its real cultural environment, have e-pals, collaborate in online projects, or have access to content which highlight the effect of cultural heritage in language usage (Ruiz-Ortega, 2020) Exposure to the language cultural context, idioms, humor, non-verbal communication boosts learners' pragmatic competence and invites them to reflect on cross-linguistic usages (Hidayati 2016).

Cultural competence has become a requisite to enable ESL learners to have effective and appropriate communication with people across cultures. To equip students with the necessary intercultural competence, teachers have to intentionally introduce cultural content in the classroom activities. For example, students make short videos on their culture and share them with other classes from different cultures. The use of authentic material such as films, songs, dances and cooking can make learners discover the culture as it is and change the false conception they used to have about it. Online interactions through virtual exchange as highlighted by Thorne(2010) give learners the opportunity to engage in a real-time intercultural communication. Bhattarai (2021) and Ali(2020) underline how technology goes beyond passive learning of language and makes students involved operative learners. ICT empowers learners and makes them active actors of change and energetic promoters of their culture.

Synthesis of ICT Contribution to Language Development

The studies surveyed unanimously praise the positive impact of technology in enhancing foreign language development and offering:

1. **Input Authenticity and Diversity:** The advantage of technology has revolutionized every aspect of human life and the language teaching is no exception. Integration of ICT enables teachers to adopt an authenticity-oriented dynamic concept that goes beyond the diversity of the teaching tools to authentic tasks and learning environment. ICT makes it easy for educators to access easily a wide array of digital tools and platforms so as to provide an everyday real-life language exchange and; thus, ensure the involvement and inclusivity of learners. To go forward, it is necessary to make full use of diversity and authenticity in language teaching to equip learners with the necessary tools to "reflect on their learning individually and socially (Herrington et al, 2003)
2. **Instant and interactive feedback:** In assessment, as in learning, feedback is a key feature in the educational process. As Wang states, feedback is the information that can be used to improve learners' future performance(Wang, 2023).

Accordingly, learners identify their strengths and weaknesses and make adjustments to improve their learning. The progress of digital tools and platforms, online assessment and feedback makes it possible for learners to have quick, real-time responses on their performance and assignments.

3. **Interactive and combined tasks:** English proficiency has become a crucial competence to communicate and interact in the 21st century global world. ICT integration in language education creates an interactive learning environment that fosters students' motivation and engagement. Indeed, Digital tools have enabled teachers to design blended skill activities and; hence, promote learners' holistic communicative competence. When listening, speaking, reading and writing are integrated, the focus is on realistic communication, which is essential in building learners' competence. "In meaningful communication, people employ incremental language skills not in isolation, but in tandem." (Hinkel,2006,p113)
4. **Cultural standpoint:** English language proficiency, together with cross cultural confidence are prerequisites to be part and parcel of the global community. As stated by Brown (2007), language and culture are intrinsically linked entities. Language does not only reflect culture but plays an important role in its formation and expansion. Technology integration in language learning opens wide the gate to vast linguistic resources and made it possible for learners to take control of their learning, develop a sense of autonomy and responsibility. As a result, they become more involved in embracing their own cultural identity and heritage and accepting the different cultures all over the world. Reinders, Thorne and Payne report that "technology facilitates language practice, cultural exchange, and personalized learning experiences" (Reinders, 2012;Thorne & Payne,2005).
5. **Personalized learning experiences:** The advent of technology has revolutionized every aspect of human life as well as language teaching. Far are the days where the teacher was the knowledge provider, with learners as passive recipients. "Talk and chalk", "spoon feeding", "parroting" are but expressions that will remain memories of the language "caveman" teaching era. ICT integration has tremendously impacted and changed the teaching and learning process from a conventional teacher-centered to a learner-focused approach. Some researchers state that student-centered learning refers to tailored tasks that integrate and fit individual progress and autonomy, reducing the passivity often discerned in traditional classes (Khan and Kuddus,2020;Bhattarai,2021). As a matter of fact, learners become active participants and more involved in their learning. They develop critical thinking skills, self-confidence and effective learning strategies. Therefore, the students shape a new vision of the learning and the classroom. The classroom becomes a part and parcel of the real world, and the learning is at its own reach, not only inside the classroom but also outside.

Some authors call for a better understanding of technology usage and make it clear that technology alone cannot lead to progress unless it is coupled with clear pedagogical aims and procedures. In this case, technology becomes an added value in the teaching-learning process. It reshapes education in innovative ways and helps teachers and learners in fostering language skills. Digital tools do not replace basic practices but upraise them to meet the cultural and communicative challenges.

ICT Application in Foreign Language Teaching

While the wider request of ICT in language learning focuses on building skills and cultural exposures, its use in real classroom context calls on rational procedures, well detailed lesson plans, along with consideration of the environment (Lubis, 2018). To shed more light on this issue, the present section looks into educators' daily application of ICT by highlighting the classroom routine, pattern changes, the teacher's growth journey as well as the key features behind the fruitful technology integration.

1/ Adjusting Classroom Standards and Structures

Upgrading the teaching learning process and preparing students to become active participants in the digital world is a challenge to meet in language education. The teaching paradigms should bear in mind the importance of ICT integration to meet the needs of a digital generation who has grown up with technology (Chapelle,2010). As a result, many EFL teachers have replaced or amplified dated methods with collaborative digital tasks.

Khan and Kuddus (2020) Report that teachers in Bangladesh design blended lesson plans with face-to-face activities followed by online tasks. Students may be assigned to watch a video at home, respond in an online forum and come ready to deal with the issue in the classroom. This self-directed learning impacts the teaching-learning time management and allows teachers to target and enhance communicative activities instead of informative instructive tasks (Bhattarai,2011).

In the same context, Hidayati reports in a study carried out in 2016 that some teachers make it a weekly practice to schedule multimedia or online activities in their lesson plans for at least one class session. Such a routine emphasizes the importance of ICT

as a necessity in the classroom rather than a novelty. Msambwa (2020) highlights that ICT's constant and regular use in the classroom sharpens teachers' and learners' digital skill.

2/Teacher professional development and education outcomes

Teaching-learning process, as in every other domain in our global digital era is in permanent and constant change. It is the first time in the history of humanity that what is learned today is old fashioned and outdated tomorrow. To keep up with the world's fast-pace, Teachers have to date and update their knowledge and skills as well as upgrade the culture of excellence, success and innovation. In an educational environment geared toward technology, it is not an easy task to deal effectively with the complexity of modern-day classroom. Teachers have to look into their own actions, develop self-awareness, analyze and evaluate their teaching methods and practices in order to develop self-awareness and professional competence.

The success or failure of ICT integration in the classroom relies heavily on how well the teacher masters the use of such technology. Many authors state that successful application springs from teachers' deep level trainings that goes beyond perceiving ICT as a mere teaching tool but rather as a means to enhance language learning (Gavifekr & Rosdy, 2015; Ali, 2020). Such awareness equips educators with the necessary tools to engage in reflective practices, evaluate and collect evidence about their teaching methods. With practice, they refine their instructional strategies and master the necessary skills to deal with the challenging student-centered tasks (Bhandari & Bhandari, 2024). Peer observation is another outstanding mechanism to enhance teachers' digital competence and proficiency. Educators with digital experience and proficiency are of a great help to their "novice" colleagues to integrate efficiently the digital tools and improve their teaching skills. Khan and Kuddus (2020) state that collaboration and the digital teaching sharing among teachers alongside with developing project guidelines foster innovation in pedagogical practices.

3/Key features for technology integration success.

The success of technology integration in the teaching learning process has long been tightly linked in people's mind exclusively to digital devices. Such belief somewhat excludes the importance of bridging infrastructure gaps, the role of the teacher, continuous feedback and assessment as well as technology mediated instruction.

a/ Going Over Infrastructure Gaps

A feasible application of ICT in education cannot be dissociated from infrastructural realities. Msambwa et al. (2020) underline that the Internet reliability, mainly in rural areas, is unsteady and the number of computers is dramatically low in comparison with the number of students. "Bring your own device " (BYOD) remains the only alternative to overcome the scarcity of digital devices in the classroom. However, such situation may widen the gap between students who can afford to have and bring their own devices and those who cannot. (Lubis, 2018). To deal with this issue, Bhaharai (2021) suggests some practical solutions such as "a rotational lab schedule" and "offline functionalities". In this way, students can have access to technology inside the school and make good use of stored tasks at home. "Forewarned is forearmed" becomes teachers' motto when integrating technology in their Lesson plan. They schedule substitute activities in case of a sudden technical failure.

Being aware that technology is not always reliable, teachers should not feel guilty and responsible for occasional glitches. Ali (2020) highlights that such situations enhance both teachers' and students' flexibility and adaptability. Indeed, technology glitch is not only a challenge to meet but a lesson to learn from and be prepared for any possible problems. Moreover, facing a difficulty makes teachers and students get out of their comfort zone and push themselves to the limit to find a solution; and this is the best lesson to enhance critical thinking, problem solving, and collaboration.

b/ Assessment Approaches in Daily Pedagogical Practice

ICT plays an important role in the teaching learning process. It does not only contribute to the democratization of education, enhance accessibility to students with disabilities, promote personalized learning experiences, but also fosters learners' involvement and engagement in the classroom. In parallel to the ICT integration in day-to-day learning, there is a significant growth in ICT Integrated Assessment (Sabiri, 2020). Online quizzes on platforms of LMS, collaborative writing tasks and reflection prompts give learners rapid feedback, improve their performance, and make it easy for teachers to follow up on their students' personal progress far better than midterms or final examinations.

In addition to the above methods, ICT incorporated assessments, portfolio-based evaluation (audio files, screencasts, podcasts, etc..) are other good means to measure and follow up students' progress and growth via longitudinal data analysis (Hidayati, 2016). In such situation, teachers track and comment on the students' evolution from draft to the final output. As a result, students see

themselves as stakeholders in the learning process and become more aware that language acquisition goes beyond exams and “pass-fail” results, to responsibility, assumption and self-management of one's learning.

c/Teacher as Moderator and Facilitator

ICT in education plays a tremendous role in redefining and reshaping almost all aspects of the teaching learning environment. Educators are no more what they used to be: “knowledge providers and distributors”, they have become mentors, providing guidance, support and advice to their mentees (Khan and Kudus, 2020; Santosa et al., 2022). As orchestra conductors, tapping their batons on the music stand, teachers orchestrate group interactions and review grammar when necessary. As mentors, they help learners develop critical thinking, personal growth and upgrade their autonomy and personal ownership of constructed knowledge.

As motivators, teachers help introverted students to overcome their shyness to speak in public by using voice recording or small video calls (Hidayati, 2016). Wearing many hats for a teacher has tremendous positive effects on the teaching learning process. Not only does it enhance students' self-confidence, critical thinking, risk taking and responsibility assumption, but also give the teacher the opportunity to enhance their pedagogical skills and be well prepared to meet the challenges that can spring out at any moment. Last but not least, the teaching learning process can never be fruitful without positive feedback and rewarding. Diverse means (digital badges, virtual certificates, E gift cards etc...) can be used to celebrate students' progress (Ali, 2020). However, this multi-faceted role of teachers in the classroom calls for alertness so as not to target technology use as an end in itself but rather as a means to foster effective communication to go forward and achieve deeper learning objectives (Lubis, 2018).

d/Blending Methods of Teaching

Despite the widespread of technology, many authors call for a blended approach to strike a balance between the traditional method and technological innovation. Worksheets, textbooks as well as note taking are key features to develop students learning concepts; and when they are supplied with digital tools, the results are stunning (Bhattari, 2021). This alliance gives students the opportunity to make the most of the teachers' presence and help while enjoying the benefits of technology (Hidayati, 2016). In short, the integration of ICT in language education should be perceived as a partnership between the human-related and the technology-oriented teaching. Although there are wide disparities in technology application in schools and universities based on financial support, they all share common objectives when it comes to commutative tasks, feedback and educational attainments (Msambwa et al., 2024). This shows that technology, when wisely thought and integrated, becomes a means to bring about deep and significant change in the daily pedagogical practice.

ICT and English language teaching: Challenges and Future prospects

Despite all the positive outcomes of ICT contributions in foreign language development, its integration equitably and meaningfully still remains a challenge to meet. The major barriers are related to funding and resources, teacher training and attitude, curriculum design as well as socio cultural factors.

1/Persistent Resource Limitations

There is a high discrepancy between how ICT is viewed and how it is really used. Policy initiatives praise technology use in education while real life school environments reflect the difficulty of its application. Lack of sufficient hardware, old software, or poor Internet connectivity (Lubis, 2018; Msambwa et al., 2024) remain some of the challenges to meet. In some poor or rural areas, a single computer lab is used by many classes. Sometimes teachers have to rely on BYOD (Bring your own device) to carry out activities designed for students to work as a group, not alone. Khan and Kuddus (2020) state that students who do not have smartphones or with low and unstable connection speed are disadvantaged and left behind. In such environment, even the well-designed digital lesson becomes a failure causing frustration and lack of achievement to both teachers and students.

“There is no use talking about the problem unless you talk about the solution” (Betty Williams). In this realm, authors suggest a panoply of solutions. Hidayati (2016) advises educators to have recourse to offline functionalities, for example downloading videos and any useful digital resource and have recourse to it when necessary. Partnering with tech firms, NGOs, civil society donors or benefactors sometimes provide schools with hardware and furnish computer labs. Bhattarai (2021); however, highlights the importance of sustainability in keeping hardware in good condition. Donating devices without planned maintenance, spare parts or guaranteed replacement leads to a short-term exportation of the devices. Consequently, maintenance budgets should be allocated to keep devices operational (Ali, 2020).

2/Professional training and Conventional culture

The success of ICT integration in education relies not only on the availability of digital devices, but also on how skilled in using these tools the teachers are. Ghaviferk and Rosdy (2015) relate ICT success to the development of teacher much more than to hardware accessibility. Teachers professional training is crucial to updating the knowledge, come out with a sound and new ICT based pedagogy. The rare trainings teachers attend to focus mainly on how to manipulate the tools rather than on how to make good use of them. Professional training's ultimate objective should not target only teachers' digital literacy and mastery of the technology but also make them embrace a new vision about and attitude towards ICT. A good professional training leads to the conviction that digital tasks should be designed to go hand in hand with language objectives, be used effectively so as to achieve real time evolution of the learning outcomes (Bhandari, 2024). As a result, teachers become aware of the necessity to shift from the role of a "knowledge provider" to that of a "knowledge facilitator" and enhancing, thus, learners' collaboration, autonomy and commutative skills.

Technology implementation tends to be more vigorous and fruitful in educational environments, offering regular training, personal guidance to teachers or peer collaboration (Bhattari, 2021. Mswambwa ET al, 2024). On the other hand, lack of sufficient training, support and guidance impede the teachers use of technology. Another barrier to ICT integration in the classroom may be traced back to the cultural heritage of the community toward novelty and change (Hidayati, 2016). Consequently, technology in the classroom is seen as an intruder, threatening the local cultural identity and values, enhancing students' passivity and laziness as well as dwarfing the authority of teachers. Such convictions lead to technology resistance by both parents and teachers, mainly those adopting and anchored in the old fashioned and traditional pedagogy. To change these beliefs and attitudes calls for clear and direct communication about the advantages of ICT, supported by students' palpable positive results (Khan & Kuddus, 2020). Communication breaks the glass ceiling and positive results prove the effectiveness of the process.

3/Syllabus restrictions and Exam Culture

Among other challenges that arose regarding the ICT integration in language education (or EFL) is the scarcity of appropriate technology, designed curricula and exams. Lubis (2018) states that many national programs and decisive exams still rely on memorization and outdated approaches. Teachers who take the risk to introduce technology for commutative activities or creative writing find themselves dependent on standardized tests that cannot evaluate fluency or creativity (Ghaviferk & Rosdy, 2015). Such situations deter teachers from innovating and make them swap interactive tasks for "repetition-modeled" tests. As a result, some teachers use interactive tasks only as extracurricular activities and; thus, bypassing exam-driven curriculum (Bhattarai, 2021). The situation calls for actions and strategies to move forward with ICT education. Policymakers can take action by a gradual revision of assessment frameworks so as to capture other competencies such as oral communication and critical thinking. Msambwa et al. (2024) put forward test initiatives combining active learning tasks or digital portfolio as part of the marking scale. In this way, ICT-based teaching acquire legitimacy among teachers, learners and parents. Performance based assessments enhance not only a fair and effective way to measure learners' real-world language use, but also create an appropriate environment for harmonious technology embedded activities.

4/Socio-cultural and Moral Analysis.

Culture plays an important role in shaping human interaction, behavior, communication style, as well as individual identity. As a result, cultural heritage is perceived as a valuable asset to preserve and safeguard for the coming generation and to protect it from any invasion or distortion. In this context, the implementation of ICT becomes a challenge, mainly when parents and community members fear for their values and worry about external influence (Hidayati, 2016; Ali, 2020). It is true that cross-cultural knowledge is a must have and awareness is an added value to be part and parcel of the global community, but also a good means to fight all kinds of stereotypes and prejudices. Teachers have to enhance global cultural competence while keeping in mind students' local culture by adopting glocalization (thinking global and acting local) in the teaching process, instructors embrace modernity and authenticity. They also have to be cautious and aware of the negative impact of "cultural mistakes" on learners and choose accordingly appropriate materials able to achieve the teaching goals and at the same time respect the community culture. Fair attitude towards culture can also be upheld by using tools that make it possible to partially filter or to focus on local knowledge in English. Ethical issues, whether related to data privacy or digital citizenship responsibility, are another challenge to meet when it comes to implementing ICT in language teaching. Teachers have to clearly define etiquette standards to make learners aware of privacy and data protection as well as be responsible and respectful in the way they use or share information (Santosa et al., 2022). The use of social media groups and online forums without clear policies may hinder instructional benefits and put learners

at risk of bullying or threatening e-mails. ICT success in education revolves around blended digital technology and ethical management (Bhattarai, 2021).

Future Vision: Technology and Education

Regardless of the barriers that may hinder a successful integration, many authors are optimistic about the future development of ICT. Budiman (2020) states that language practice is bound to develop even more with advanced technologies such as AI (artificial intelligence) and AR (augmented reality). AI driven applications help learners enhance language competences through pointing out weaknesses and accordingly target specific exercises. AR, meanwhile creates controlled environment for learners to develop their linguistic and cultural experience and have access to authentic interactions in the target language (Khan & Kudus, 2020). Although these fields of studies are still at the initial phase, highly funded experimental studies are carried out and results suggest that technology can clone a real-world language environment.

Nevertheless, educators call for a fair distribution of advanced technologies. According to Hidayati (2016), the already existing inequalities in education can become even wider and severe if access to innovative tools is not inclusive. To overcome such issue, governments and concerned institutions must invest in building or improving infrastructures, teacher training and partnership between technology sector and education ministries (Msambwa et al., 2024). In addition to the governmental institutions and business companies, civil society as organizations or individuals should also play a role in facilitating Internet access in remote area and enhancing equity in English language classes.

Toward a more connected educational landscape

ICTs have destroyed the geographical boundaries between countries and changed the world into a small village where people can act and interact freely; and so is the case in the educational context. Research shows that telecollaboration enables schools to share language activities along with successful technology-related activities and practices with peers from other countries (Ruiz-Ortega, 2020; Santosa et al., 2022). Such alliance helps to create global professional communities, and gives educators the opportunity to compare, analyze, and reflect on their teaching experiences before sharing them with other colleagues from all over the world. It is also an occasion for educators to work effectively as a universal team to improve their teaching skills and meet challenges related to lesson plans and digital teaching resources.

According to Bhattarai (2021), teachers who are members of online professional communities do not run out of learning resources as they have free access to "open-source software" or "offline-friendly activities". The above examples underscore that technology should not be perceived as a hardware and a set of devices, but rather as a means to boost cross cultural communication and collaboration.

Conclusion to challenge and prospects

Although ICT has played a tremendous role in shaping learners' language acquisition skills, it is still subject to some constraints related mainly to the scarcity of infrastructure, limited teacher training, defected programs and socio-cultural concerns. (Gavifekr & Rosdy, 2015; Ali 2020). To meet such challenges requires well designed strategies, permanent professional trainings, financial resources together with cultural awareness. Without a full and active involvement of teachers, decision makers, governmental institutions and civil society actors, ICT cannot change the English language classroom from a teacher-centered to a learner-centered environment; and thus, enhance real life communication rather than merely rely on grammatical structures memorization. In this context, decision makers and stakeholders' collaboration, coupled with a good management, a fair distribution of resources, well designed strategies with a sustainable maintenance of hardware and infrastructures are the prerequisites to upgrade foreign language education, ensure equity and put an end to cultural and social disparities.

ICT Integration for Comprehensive Learning

The Surveyed articles come out with a common agreement that ICT integration enlivens English language education when it is properly scheduled and applied. Digital tools are a great means to: *Support knowledge, *Enhance cross cultural communication as well as * Make learners more involved and responsible for their learning. Nevertheless, such benefits should not be taken for granted without overcoming infrastructural, pedagogical and socio-cultural challenges together with sustaining innovation and learning process (Msambwa et al., 2024; Khan and Kuddus, 2020).

Revisiting the Major Contributions of ICT

ICT has become a key feature in English language education. It is a means to foster positive attitude and develop students' proficiency. According to Budiman (2020), ICT can tremendously improve the listening, speaking, reading and writing skills. Unlike static textbooks, digital resources are full of life and expose learners to real-life language and communication tasks (Bhattarai, 2021). In fact, technology - through selected multimedia, online collaborative writing or live conversations with peer abroad - has the power to change the language lessons into personal experiences and real-life communications for learners (Lubis, 2018). Embracing diversity and enhancing unity is an added value of ICT integration in language education. Learners' exposure to diverse interconnected platforms and peer global collaboration makes them aware of the cultural and linguistic diversity in the world (Ruiz-Ortega, 2020) and; thus, raise their cross-cultural knowledge. This intercultural competence highlights the importance of English not only as a school subject, but rather as a means for global interactions and communication. ICT as a means of communication creates appropriate environments for learners to experience real-life authentic dialogues which turn out to be more fruitful than 'the book-centric' methods (Hidayati, 2016).

Praising Teacher Actions and Initiatives

Although language educational success relies on a student-centered learning, the teacher remains at the heart of the approach. Gavifekr and Rosdy (2015) state that the quality of good digital lessons relies on educators training and self-confidence more than on the mere quantity and availability of the technological devices. Indeed, sustainable training equips the educators with the necessary tools to reflect, analyze and develop strategies so as to bring out the most of the teaching learning process. Such mindset also includes a version of the "old" and "new" educational strategies and coming out with technology supported tasks (Ali, 2020). Though easy to say than to achieve, such dynamic involvement of teachers with their professional engagements requires established support from the concerned institutions. Decision makers have to value and greet the efforts, time, and energy that teachers devote when dealing with technology and mastering new approaches (Msambwa et al. 2024). Moreover, with complacent timetable, peer collaboration, and acknowledgement for their innovation, educators become more enthusiastic and eager to use digital tools. To the same extent, the creation of project teams, face to face or online, enables teachers to collaborate by sharing resources, solving common problems and gradually advance together to achieve their goal (Khan & Kuddus, 2020).

Complying with Inclusive Educational Transformation

In addition to supporting teacher agency, ICT goes hand in hand with dynamic programs that enhance critical thinking, communication, and creativity (Budiman, 2020). However, in conventional educational environment where guidelines stick to grammar-based exams, technology is less used (Hidayati, 2016). In such case, educators use technology as a complement to textbook content rather than a support to upgrade collaborative and interactive activities. More efforts should be devoted to innovate the assessment framework and make it go hand in hand with ongoing technological innovations. It is true that when it comes to oral communication, technology has been used with success to develop communicative competence through various tasks such as digital portfolio proficiency tests as well as scenario-based evaluation (Bhattarai, 2021). However, there are still some requirements ahead in order to take full advantage of ICT in the classroom:

1. Well planned practical design to bridge the gap between decision makers' policies and the classroom realities.
2. Alignments of resources with reliable Internet connection, operational devices and ongoing maintenance to keep assets operational (Lubis, 2018).
3. Permanent training, mainly in disadvantaged areas, to help teachers deal with the scarcity of the infrastructures, and learn how to store offline lessons, reduce the size of videos, and have recourse to "free software" (Khan & Kuddus, 2020).

A strategic alliance between the concerned governmental institutions, civil society and tech companies can provide necessary funding to ensure a real implementation of ICT and education (Ali, 2020).

Considering Socio-Cultural Dynamics

Culture plays an important role in shaping people's everyday attitudes, ways of thinking and behaving. The case is not different in the classroom, where teachers have to cope with cultural values, schooling tradition and also parents' prospects (Hidayati, 2016). Culture may also affect educators in their relation with technology. Indeed, in traditional environments where the power of the teacher is rooted in the classroom, technology-based tasks fostering learner-centered approach can be met with refusal and resistance. This rejection may spring out of fear of free technology use effect, whether in undermining class control or in allowing irrelevant surfing (Bhandari & Bhandari, 2024). To overcome such fearfulness and welcome technology in the classroom requires

open and transparent communication among all the parties concerned with this issue along with a genuine engagement of the community to ensure clarity and alignment. Msambwa et al. (2024) state that when administrators and parents feel a real progress in learners' English proficiency and their involvement in language learning, they become, to some extent, more convinced and supportive to technology integration in language learning. Nevertheless, teachers have to choose ethical and respectful digital resources that go hand in hand with the socio-cultural expectation of the community (Ruiz-Ortega, 2020). As a result, they become more cautious while choosing and using digital contents by previewing the materials to be used, avoiding any age-inappropriate content, developing learners' digital literacy skills, and setting up online polite norms. Santosa et al. (2022) shed light on the importance of using ICT tools and contents with proper control and responsibility with a view to improve learners' digital skills and experiences, mainly in sensitive environment where Internet usage creates generational or cultural wide gaps.

Mapping The Future Boundaries of ICT in ELT

"The best way to predict the future is to invent it"(Alan Kay, 1996). In the educational field, advanced and emerging technologies predict a bright future with new pedagogical boundaries. AI-conducted language apps are able to identify the slightest errors in learners' spoken or written tasks and help them to personalize their practice and learning. AR (Augmented reality) and VR (virtual reality) enhance real-world life and create an immersive environment able to evaluate learners' language and linguistic skills (Budiman, 2020). A successful implementation of these technological innovations is linked to teachers' sustainable training, well designed curriculum and ethical standards to ensure privacy, minimize bias, and handle data safely (Khan and Kuddus, 2020). Additionally, controlling the power of big data and analytics enables the teacher to shift from predictive to assertive strategies to meet the lesson objectives and address any problems related to the course. According to Khan and Kuddus (2020), the fact that learning platforms record the students' digital interactions, their assessment scores or error recurrence, educators can accordingly design real time tasks to overcome or remedy any problem or ambiguity that may hinder learning. Although this approach might enhance learning efficiency and language proficiency, it requires from teachers to be well equipped to collect, analyze data, and safeguard student information. In underfunded schools, skilled teachers make the best of targeted analytics, for example, by spotting areas of weakness and design accordingly tasks to reinforce them.

Sustaining a culture of lifelong learners.

Technological advances in our global world have made tremendous changes in people's conception of knowledge and learning. It is the first time in the history of humanity that what is learnt today is old fashioned tomorrow. That is the reason why people have to date and update their knowledge to be part and parcel of the global community. In the field of pedagogy, especially in language learning, technology has equipped students with the necessary tools to be "masters of their destinies". Students are given the opportunity to be more involved and responsible for their own learning. Bhandari (2024) states that ICT goes hand in hand with such prospect as it is a source of persisting resources ranging from informal online communities to more personalized practice apps that can be used by learners even after school. Students' exposure to digital resources does not only help them foster their curiosity, self-directed inquiry and motivation to discover the world, but also gives them the opportunity to have access to the digital content as many times as they like and as much time as they wish. They become aware of the importance of repetitious exposure to learning content in fostering their language accuracy and fluency. Hidayati (2016) and Budiman (2020) also believe in the motto "practice makes perfect" and report how students realize that proficiency is interactive. They can continue improving their speaking, writing, and listening skills in their own way and at their own pace.

Lifelong learning has become a must have in the 21st century as it goes hand in hand with the requirements of the job markets calling for easy going technoid representatives. According to Msambwa (2024), mastery of English language coupled with digital literacy is an added value for learners intending to join international universities or multinational companies. Therefore, ICT in ELT should not be perceived as a mere pedagogical tool to enhance educational achievements, but rather as a means to forge learners' personal and professional skills and prepare them for a better future.

Conclusion

Drawing upon the insights from twenty studies covering diverse educational and cultural contexts, the present review supports the idea that ICT integration in English language classrooms brings about tremendous benefits to the education process. Ranging from underfunded classrooms in Bangladesh (Khan & Kuddus, 2020) and Nepal (Bhattarai, 2021) to blended teaching in Malaysia (Gaviferk & Rosdy, 2015) and Indonesia (Lubis, 2018; Santosa et al., 2022), technology has come out as an impetus for change. ICT has; indeed, succeeded in reshaping the language educational framework and shifting the focus from the teacher to the learner. The findings set out in the abstract related to ICT potential in enhancing learners' motivation, upgrading their involvement and

autonomy as well as creating real life communication, are supported by the authors, highlighting that well designed planning and practical strategies are the keys to make good use of ICT and attain the targeted goals. However, this article also confirms that ICT by itself does not ensure long-term success unless it is coupled with professional skills, clear policies and regulations as well as reliable infrastructures. There are still some challenges to overcome - when it comes to the scarcity of teachers' trainings and support, unstable network connection and exam-based curriculum - to make good use of digital tools and enhance communicative culture-based education. These findings could be extended by future research through conducting longitudinal studies to look at the effect of continuous technology integration on learners' linguistic competence and proficiency, critical thinking, and cross-cultural sensitivity over time. There is also area for further studies to explore AI teaching tools and their relevance to upgrade students' learning outcomes and fair, equitable access to knowledge. Above all, the present article affirms that ICT should not be perceived as a short-term trend or a gadget without lifespan. In language educational context, technology provides dynamic and interactive tools that make the classroom a real-life environment to foster cross-cultural communication and boost learners' engagement, autonomy and responsibility. Common concerns should be shared among decision makers, school administrators, teachers, and civil society actors to align language education to the challenges or requirements of the 21st century.

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