

DIGITAL-BASED ENGLISH LANGUAGE LEARNING AND TEACHING:

INNOVATIONS AND APPROACHES FOR THE 21ST
CENTURY CLASSROOM



PENULIS:

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Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

PREFACE

In this rapidly advancing era of technology, the integration of digital tools into English language learning has opened new horizons for both educators and learners. With the increasing reliance on digital platforms for communication, learning, and personal growth, it is imperative to explore how these technologies can be harnessed effectively to improve English language proficiency. This book aims to delve into the various digital-based methodologies and tools that have revolutionized English language education, making it more interactive, engaging, and accessible.

Through this work, we seek to provide a comprehensive understanding of digital-based English language learning, covering everything from foundational theories and key technologies to practical applications and challenges faced by educators and students. It is our hope that this book will serve as a valuable resource for educators, students, and researchers, offering insights into the evolving landscape of language education and the transformative potential of technology in shaping the future of language learning.

We would like to express our gratitude to the many scholars, practitioners, and innovators who have contributed to the development of digital-based English language learning. Their dedication and work have made it possible for us to explore these exciting developments in the field. We also extend our appreciation to our readers, whose interest and commitment to enhancing language learning will undoubtedly drive the success of this work.

May this book inspire and empower all those involved in the teaching and learning of English to embrace digital tools and methods, fostering an environment where language education becomes a dynamic, accessible, and enriching experience for all.

Let me know if you'd like any adjustments!.

Padang, February 2025

Author

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Digital-Based English Language Learning and Teaching:
Innovations And Approaches For The 21st Century Classroom

CHAPTER 1

INTRODUCTION TO DIGITAL-BASED ENGLISH LANGUAGE LEARNING

By Samsudin

1.1 Background and Significance of Digital-Based English Language Learning

In recent decades, rapid advancements in technology have significantly reshaped education across disciplines, including English language learning. Traditional methods of language instruction, which heavily relied on textbooks, lectures, and face-to-face interactions, have been transformed by digital tools and resources that make learning more dynamic, interactive, and accessible. These developments have opened up new possibilities for both teachers and students, enabling the integration of multimedia content, real-time communication tools, and adaptive learning platforms into English language education. With such tools, language learners are no longer confined to physical classrooms or set schedules, as they now have the flexibility to access lessons, practice activities, and assessments from anywhere at any time. This shift has fundamentally altered the way language is taught and learned, making digital-based English language learning an essential area of focus for educators and policymakers alike.

The digitalization of English language education is particularly important in meeting the evolving demands of 21st-century learners, who have grown up in a technology-saturated environment and are accustomed to instant access to information (Sathish, 2023). Modern students, often referred to as "digital natives," expect learning experiences that are engaging, responsive, and integrated with the digital tools they use in their daily lives. For English language learners, digital resources offer an array of multimedia inputs, including audio, video, and interactive simulations, which enhance comprehension and make language acquisition a more immersive process. Additionally, through online platforms, learners can engage with native speakers, participate in virtual exchange programs, and experience diverse linguistic and cultural contexts, providing richer and more authentic language practice opportunities than traditional classrooms can offer.

Furthermore, the globalized nature of today's workforce requires individuals who are not only proficient in English but also digitally literate. Proficiency in English remains a critical skill in international business, academia, and diplomacy, and digital literacy is equally essential, as most professional environments now rely on digital communication and information management. Digital-based English language learning addresses these dual demands by fostering skills in both areas simultaneously. By integrating technology into language learning, students develop the linguistic competencies they need alongside the technical skills that are increasingly valued in a globalized economy.

The importance of digital-based English language learning is also highlighted by its potential to bridge educational inequalities (Dia, 2024). Digital tools offer remote

and under-resourced communities access to quality English language instruction, which may otherwise be unavailable due to geographical or financial barriers. Online courses, open educational resources (OER), and mobile learning applications allow learners from diverse backgrounds to improve their language skills independently, fostering inclusivity and democratizing access to English language education. Moreover, adaptive learning technologies can cater to individual learning styles and paces, making language education more personalized and effective for diverse learners.

1.2 The Evolution of Technology in English Language Education

The integration of technology into English language education has evolved dramatically over the past few decades, transitioning from traditional teaching methods to digital, interactive approaches. In the early days of language instruction, English teaching relied heavily on face-to-face interactions, textbooks, and rote memorization. Grammar drills and vocabulary lists were central to this method, and students often practiced language in isolation, with limited opportunities for authentic language use. As technology began to enter classrooms in the form of audio-visual aids, such as tape recorders and overhead projectors, teachers could supplement lessons with audio exercises and visual presentations. However, these tools were relatively basic and did not fully change the pedagogical approach, as learning remained largely teacher-centered and one-directional.

The advent of personal computers and the internet in the 1990s marked a pivotal point in English language education. E-learning platforms emerged, allowing students

to access language resources, interactive exercises, and online forums for discussion. Programs such as CD-ROM-based language courses offered self-paced learning outside the classroom, a significant shift from the rigid, instructor-led sessions. These technologies introduced the concept of blended learning, combining face-to-face instruction with digital resources, which allowed for more flexibility in how and when students could engage with language content. In parallel, digital materials like e-books, multimedia presentations, and early online quizzes enabled teachers to diversify their instructional methods and cater to different learning styles. Despite these advances, access to computers and the internet remained limited for many, meaning that these digital tools were not yet universally available or integrated into every classroom.

As internet technology advanced into the 2000s, e-learning platforms evolved into more sophisticated systems, such as Learning Management Systems (LMS) like Moodle and Blackboard, which supported online courses and collaboration (Ghosh et al., 2019; Alturise et al., 2020). These platforms allowed educators to manage, distribute, and assess materials easily, while also fostering communication through forums, chat features, and peer assessment tools. The rise of video conferencing tools, such as Skype and Zoom, further transformed English language instruction by enabling real-time, interactive communication between students and instructors, even across different time zones. This era marked the beginning of an authentic, globalized approach to language learning, where students could practice English with native speakers and connect with a broader, culturally diverse audience.

With the advent of smartphones and mobile technology in the 2010s, English language learning became even more accessible, personalized, and versatile (Kacetl & Klímová, 2019; Mobinizad, 2018). Mobile Assisted Language Learning (MALL) emerged as a new field within language education, where mobile applications allowed students to learn independently through apps such as Duolingo, Babbel, and Memrise. These applications use gamification to keep learners engaged, offer instant feedback, and adapt content to suit individual skill levels, creating a highly customized learning experience. The portability of mobile devices also meant that learners could practice English on the go, making language learning more convenient and integrated into daily life. The popularity of social media platforms, such as YouTube, Twitter, and Instagram, also provided language learners with authentic content and opportunities to engage in real-world language use by interacting with native speakers or joining language exchange communities online.

More recently, the integration of advanced technologies like artificial intelligence (AI), machine learning, and virtual and augmented reality has opened new possibilities in English language education. AI-driven applications, such as chatbots and adaptive learning software, can offer personalized feedback and tailor lessons to meet the specific needs and abilities of individual learners (Akavova et al., 2023; Katiyar et al., 2024). Virtual and augmented reality technologies create immersive environments where students can practice English in simulated real-world settings. These technologies offer interactive experiences that enhance student engagement and language proficiency (Yuan, 2024). VR provides simulated real-world settings for practicing business English and career-related skills (Zaman et al., 2024).

1.3 Core Concepts of Digital-Based Learning in Language Education

Digital-based learning in language education rests on foundational concepts that transform traditional teaching methods into flexible, accessible, and interactive experiences. This shift is driven by three core approaches: e-learning, Mobile-Assisted Language Learning (MALL), and blended learning, each bringing unique benefits that create diverse pathways for engaging with English. E-learning utilizes digital platforms to deliver educational content online, offering flexibility and accessibility to learners (Ahmed Arbab et al., 2024). Unlike traditional methods confined to classrooms, e-learning opens opportunities for students to practice language skills anytime and anywhere, with platforms like Moodle, Blackboard, and Google Classroom enabling structured lessons that integrate multimedia resources, real-time discussions, and personalized feedback. This format not only promotes independent learning but also engages students with instant feedback and diverse content.

Mobile-assisted language learning (MALL) leverages smartphones and tablets to enhance language acquisition through portability and situated learning (Kukulska-Hulme, 2018, 2020). MALL applications support various language skills, offering personalized, context-specific content and enabling learners to capture and share language use in real-world settings (Kukulska-Hulme, 2018, 2020). While MALL has the potential to revolutionize language learning by addressing authentic needs and providing flexible learning models, a study of top-rated MALL apps revealed limitations in their pedagogical approaches (Lotherington, 2018). Popular apps like Duolingo, Babbel, and Memrise primarily rely on drill-based exercises and outdated structural

conceptions of language and learning (Lotherington, 2018). Adaptive features within these apps tailor content difficulty based on progress, offering a highly personalized experience that supports flexible, on-the-go learning. By empowering learners to build language skills anywhere, MALL has increased learner motivation and engagement, particularly for those who benefit from a less rigid structure.

Blended learning, integrating online and face-to-face instruction, offers a hybrid model that merges the strengths of digital tools with in-person interactions. This approach allows students to access resources outside the classroom, such as video lectures and interactive exercises, while engaging in discussions and activities within the classroom. Blended learning is especially effective in language education, as it reinforces vocabulary, reading skill, grammar, and pronunciation through digital exercises, which are then practiced in collaborative classroom settings (Albatti, 2023; Tawil, 2018). Additionally, it provides opportunities for differentiated instruction, helping teachers tailor materials to meet varied skill levels and ensure each learner receives appropriate support.

The integration of e-learning, MALL, and blended learning creates an adaptive, learner-centered environment that addresses diverse language learners' needs. Blended learning approaches offer flexibility and scalability in e-learning implementation (Hameed et al., 2008). MALL applications and Web 2.0 tools in differentiated EAP classes enhance collaboration, feedback, motivation, and research skills, allowing students to choose activities that match their abilities (Osifo, 2019). For educators, these core concepts enable more nuanced language instruction that transcends conventional methods, supporting curricula that are

accessible, engaging, and adaptable to individual learning styles. As digital technologies evolve, these concepts will continue to expand, necessitating ongoing professional development to keep instruction relevant and effective in a globalized, digital world.

1.4 Benefits of Digital Approaches in English Language Learning

Digital approaches in English language learning offer transformative benefits, providing learners with increased accessibility, flexibility, personalization, and interactivity that were previously unattainable in traditional classroom settings. These technologies empower learners through continued engagement, real-time feedback, and global exposure (Sundar, 2023). Digital tools like Computer Assisted Language Learning (CALL) and Mobile Phone Assisted Language Learning (MPALL) enhance language instruction, offering sustainable solutions to specific challenges (Dia, 2024). The integration of technology has made language classrooms more engaging and captivating, introducing terms like "e-Learning" and "Technology in Education" (Sathish, 2023) (Sathish, 2023). Through the use of technology, language learning can now reach a broader audience, crossing geographical boundaries and time constraints. This increased accessibility makes it possible for learners from various backgrounds and locations to access high-quality English language resources, participate in interactive exercises, and connect with native speakers and instructors worldwide, regardless of their physical location. As digital devices and the internet become more widespread, barriers that once limited educational opportunities have significantly decreased,

enabling more learners to benefit from comprehensive English language instruction.

Flexibility is another key advantage of digital learning approaches, allowing students to engage with educational content at their own pace and schedule (Henderson et al., 2017; Müller et al., 2018). This flexibility extends to various dimensions, including time, place, and learning style (Müller et al., 2018). Digital platforms overcome limitations of time and place, enabling access to learning materials anytime and anywhere (Panbuselvan, 2024). This adaptability caters to diverse lifestyles and learning preferences, promoting personalized learning journeys. Students particularly appreciate the ability to replay and revisit teaching materials, as well as learn in more visual forms (Henderson et al., 2017). Digital literacy is a crucial component of flexible learning, empowering students to navigate online resources effectively.

Recent research highlights the growing importance of personalized, technology-enhanced language learning. Studies show that personalized learning strategies can improve students' self-management skills and adaptability to labor market demands (Leshchenko et al., 2023; Maheswara & Rifai, 2023). Technology plays a crucial role in facilitating personalized learning experiences, with mobile learning and ICT tools proving particularly effective (Nurmala et al., 2023). Machine learning and artificial intelligence are enabling the development of adaptive systems that can tailor content to individual learners' needs, proficiency levels, and backgrounds (Mirzaei & Meshgi, 2023). For example, the Partial and Synchronized Caption tool uses machine learning to personalize captions for language learners (Mirzaei & Meshgi, 2023). While the transition to personalized learning may require students to unlearn traditional methods, it offers

flexibility and supports both academic and non-academic pursuits (Maheswara & Rifai, 2023). However, proper teacher training and support are essential for successful implementation of technology-enhanced language learning (Nurmala et al., 2023).

Another significant benefit of digital approaches is the heightened interactivity they introduce to language learning, making the experience more engaging and immersive. Immersive experiences can improve education by allowing multiple perspectives, situated learning, and transfer (Dede, 2009). Various levels of immersion, from 2D displays to highly immersive interactive virtual reality, offer different affordances for language learning, including physical presence, social learning, and experiential simulations (Hayes et al., 2021). Emerging technologies like cloud computing, virtual reality, and mobile devices facilitate engaged learning in virtual environments (Nagi & Vate-u-lan, 2009). For instance, online discussion boards, video conferencing, and language exchange platforms facilitate live interactions with peers and native speakers, providing a more authentic learning environment. Virtual simulations, role-playing games, and digital storytelling activities encourage learners to apply language skills creatively in real-world scenarios, which can be more effective for language retention. This interactivity not only deepens comprehension but also fosters confidence as learners practice using English in dynamic, low-pressure settings.

Furthermore, digital learning supports diverse modes of assessment and feedback, which are crucial for effective language acquisition. Through quizzes, progress trackers, and instant feedback, learners can monitor their improvement and identify areas for growth immediately. Many platforms

provide automated scoring and explanations for answers, allowing students to correct mistakes and internalize correct usage promptly. In contrast to traditional methods where feedback may be delayed, digital tools facilitate immediate reinforcement of correct language use, helping learners solidify their understanding more quickly. The combination of interactive, personalized, and immediate feedback systems supports a more responsive and student-centered learning experience.

1.5 Challenges and Considerations in Digital-Based Language Learning

While digital-based language learning offers numerous benefits, it also presents challenges that educators, learners, and institutions must address to ensure an equitable and effective learning environment. One of the primary challenges is the digital divide, which refers to the disparity in access to digital devices, internet connectivity, and technological resources among learners from different socioeconomic backgrounds (Ercikan et al., 2018). Many students, particularly those in remote or underserved areas, may lack reliable internet access or up-to-date devices, making it difficult for them to engage fully in digital-based learning. This inequality creates a gap in educational opportunities, with some learners unable to benefit from digital resources and tools that are increasingly central to modern language education. Addressing this divide requires strategic investment in infrastructure, policies to provide affordable access, and consideration of offline or low-tech solutions to make learning accessible for all.

Another significant challenge is the need for teacher training in technology, as many educators may be unfamiliar with or unprepared to use digital tools effectively in their teaching practices. While digital resources can greatly enhance the language learning experience, they also demand a new set of skills and competencies from instructors, including proficiency in various platforms, an understanding of digital pedagogy, and the ability to manage virtual classrooms. Inadequate training can lead to ineffective use of digital tools, which may result in a lack of engagement or confusion among students. Additionally, untrained teachers might struggle to integrate digital tools meaningfully, risking superficial rather than transformative use of technology in language education. To overcome this barrier, institutions must invest in ongoing professional development programs that equip teachers with the skills and confidence to incorporate technology in ways that enrich the learning experience and support diverse learning needs.

Literacy in digital technology is also essential for students, who must possess the skills to navigate, interpret, and use digital tools independently (Shopova, 2014). Digital literacy goes beyond basic computer skills, encompassing an understanding of how to responsibly and effectively utilize technology for learning purposes. For instance, students need to know how to search for reliable information online, participate in virtual discussions, and use language-learning apps appropriately. Without these skills, learners may find digital tools overwhelming or may misuse them, potentially hindering their progress. Furthermore, digital literacy is increasingly crucial as students are expected to engage in collaborative and interactive online environments, where they must communicate effectively and respectfully. As such, fostering digital literacy alongside language skills should be

an integral part of digital-based language education, helping students become both proficient language users and competent digital citizens.

Moreover, there are considerations related to screen time and the potential for digital fatigue. Unlike traditional classroom settings, digital-based learning often requires prolonged use of screens, which can lead to eye strain, reduced concentration, and even decreased motivation over time. Digital fatigue, or the sense of mental exhaustion that results from constant engagement with technology, is a growing concern in digital education. Language learning, which involves a mix of reading, listening, speaking, and writing exercises, can become challenging if students are overly fatigued by extended screen exposure. To mitigate this, educators need to design balanced learning experiences that incorporate a mix of online and offline activities, promote regular breaks, and encourage practices that reduce the negative effects of prolonged screen use.

Finally, balancing the integration of technology with pedagogical goals remains a core consideration in digital-based language learning (Hadi Mousavi, 2020; Mai, 2020). While digital tools offer innovative ways to engage students, they should not overshadow fundamental language learning principles or reduce face-to-face interaction, which is crucial for language acquisition. Effective digital-based learning requires a thoughtful approach that integrates technology in alignment with pedagogical objectives, ensuring that tools are used to complement, rather than replace, interactive and communicative learning experiences. This balance will help to create a learning environment that leverages the strengths of digital approaches while preserving the essential human aspects of language learning.

Addressing these disparities demands a comprehensive approach that integrates socioeconomic, cultural, and educational perspectives (Joshi et al., 2024). This involves not only improving physical access to technology but also fostering digital literacy, ensuring culturally relevant content, and supporting educators in adopting inclusive teaching practices. Governments, educators, and policymakers must work collaboratively to reduce barriers, provide equal opportunities, and design programs that empower marginalized groups.

Awareness of these layered challenges is essential for creating equitable learning environments. Policymakers and practitioners must advocate for investments in infrastructure, professional development for teachers, and the development of multilingual and culturally sensitive digital resources. Bridging the digital divide is not merely a technological task but a social responsibility that requires a sustained, holistic effort to ensure that no learner is left behind in the digital age.

1.6 Objectives and Scope of the Book

The book, *Digital-Based English Language Learning and Teaching: Innovations and Approaches for the 21st Century Classroom*, aims to equip educators and language learners with essential knowledge, theories, and practical applications for effective integration of digital tools in English language education. In response to the rapid evolution of technology and its transformative impact on education, this book provides a comprehensive guide on leveraging digital resources for language learning and teaching. By exploring theoretical foundations, technology-based strategies, and best practices, the book empowers readers to adopt a forward-

looking, innovative approach to preparing learners for a globally connected, technology-driven world.

This book begins with Chapter 1, Introduction to Digital-Based English Language Learning, which establishes the background, importance, and potential of digital integration in language learning contexts. Chapter 2, Key Theories Supporting Digital Language Learning, examines core linguistic, psychological, and pedagogical theories that underpin digital language instruction, emphasizing the relevance of these theories in modern classrooms.

Subsequent chapters focus on the practical applications of digital technology in English language learning. Chapter 3, Integrating Technology into English Language Classrooms, offers insights on selecting and implementing technology effectively. This is followed by Chapter 4, E-Learning Platforms for English Language Instruction, which evaluates various online platforms, such as Learning Management Systems (LMS), that facilitate remote and blended learning. Chapter 5, Mobile Technologies and Apps for English Learning, discusses the role of mobile devices and applications in providing flexible, accessible learning opportunities.

Further, the book delves into specialized digital tools and strategies. Chapter 6, Digital Tools for Enhancing English Language Skills, covers resources that target specific language skills—listening, speaking, reading, and writing. Chapter 7, Gamification and Interactive Learning for English Language Learners, explores game-based learning approaches that enhance motivation and engagement through interactivity.

Assessment is addressed in Chapter 8, Assessment and Feedback in Digital English Learning, which focuses on how technology can streamline feedback processes and improve

the accuracy of assessments in language learning. Chapter 9, Digital Literacy for English Language Teachers and Learners, underscores the necessity of digital literacy for both educators and students to navigate and effectively utilize digital tools.

Finally, Chapter 10, Overcoming Challenges in Digital-Based English Language Teaching, discusses obstacles, including technological limitations, digital equity issues, and resistance to change. It provides practical recommendations for overcoming these barriers, ensuring that digital language learning can be accessible and effective for diverse educational environments.

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CHAPTER 2

KEY THEORIES SUPPORTING DIGITAL LANGUAGE LEARNING

By Nining Syafitri

2.1 Introduction to Digital Language Learning Theory

Digital technology has changed many parts of our lives, including how we learn languages. In recent years, language learning has shifted from traditional methods, such as textbooks and classrooms, to digital approaches that use online tools, applications, and multimedia resources. This shift is often called a “paradigm shift,” meaning a major change in how things are done. Digital language learning, broadly, refers to using digital tools to help people learn languages flexibly and interactively. These tools include videos, audio, online chatting, and interactive exercises, which allow students to practice language in new and engaging ways (Chapelle, 2003).

This move to digital learning is important for many reasons. First, it allows students to learn at their own pace and style and gives them more control over their learning. Digital tools make language learning more accessible because they can be used anytime and anywhere, making it easier for students to practice and improve their skills. Secondly, digital learning fits well in our global world, where English is often

used for international communication. Many learners around the world want to improve their English skills for work, travel, or studying abroad, and digital tools give them more chances to practice with real-life language (Warschauer, M., & Kern, 2000).

Digital language learning is also supported by key learning theories, which explain how and why people learn effectively. These theories, like Sociocultural Theory and Constructivism, have been adapted to fit digital environments. For example, instead of just memorizing words and grammar, learners can now practice English in real-world situations using digital tools. This makes learning more interactive and connected to real life, helping students to develop better language skills and understanding. Sociocultural Theory focuses on learning through social interaction, which is easily done on digital platforms where learners can chat and practice with others. Constructivism, on the other hand, encourages learners to build their knowledge through experiences and activities, which digital tools support very well by offering interactive exercises and games (Thorne, S. L., & Reinhardt, 2008).

In short, digital language learning tools offer many new ways for learners to engage with English and practice language in meaningful ways. These tools are shaped by strong learning theories that focus on interaction and real-life application, helping learners not only improve their English but also develop important skills like collaboration and cultural understanding. Digital language learning is not just a new way to learn language; it is a comprehensive approach that prepares learners for the needs of the 21st century.

2.2 Sociocultural Theory in Digital Language Learning

Sociocultural theory, created by psychologist Lev Vygotsky, explains that people learn better through social interaction and within their cultural context. Communication with others and the environment around us is essential in language learning. According to Vygotsky, we learn language not just by studying words and rules but by using language in honest conversations and meaningful social situations. Sociocultural theory focuses on learning through collaboration and interaction, which helps people understand language better (Vygotsky, 1978).

Digital language learning platforms, such as online discussion boards, chat rooms, and virtual classrooms, make it easy for learners to connect with others from around the world. These platforms give language learners many ways to communicate, share ideas, and learn together. For example, a learner in Indonesia can chat with a learner in the United Kingdom, practicing English in a real conversation. This type of learning, based on social interaction, is especially helpful because it allows learners to practice language in a way that is close to real life (Thorne, S. L., & Reinhardt, 2008).

Collaborative learning, which happens when learners work together to solve problems or complete tasks, is another key part of sociocultural theory. Digital platforms make collaboration possible by providing tools that help people work together, even if they are in different places. For instance, video calls shared online documents, and discussion forums allow students to interact and learn from each other's ideas. This kind of collaborative practice helps language learners improve their skills by using language in meaningful

ways and understanding cultural differences (Warschauer, M., & Kern, 2000).

In brief, sociocultural theory shows that social interaction and cultural context are essential for language learning. Digital tools make it easier for learners to interact, work together, and experience language in real, social settings. This approach helps learners develop language skills and intercultural understanding, both of which are important for communication in today's global world.

2.3 Constructivist Learning Theory and Digital Tools

Constructivist Learning Theory is a popular idea in education. It says that learners build knowledge by experiencing things directly and actively. Instead of memorizing facts, learners understand things better when they engage with the material, connecting new knowledge to what they already know. In language learning, students learn more effectively by practicing using the language in real situations and through hands-on activities (Jonassen, 1994).

Digital tools are very useful for supporting this kind of active learning. They allow students to interact with language in realistic and interesting ways. For example, simulations and virtual reality (VR) tools can create real-life scenarios, such as buying groceries in a grocery store or asking for directions. In these virtual settings, learners can practice their language skills as if they were in an actual situation. This immersive experience makes it easier to understand the language and remember it because it feels connected to real-world experiences (Mayer, 2009).

Another example of constructivist learning through digital tools is gamification, which is the use of game-like elements in learning. Language-learning applications (apps) often use points, levels, and rewards to motivate students to practice regularly. These apps also present language activities in a way that encourages exploration and experimentation. Through these interactive exercises, learners actively build their language skills, rather than just reading or listening passively (Chik, 2014).

In summary, the constructivist theory emphasizes that learners need to experience and interact with the material to truly understand it. Digital tools such as simulations, VR, and gamified apps provide opportunities for language learners to practice in an engaging, immersive way. These tools encourage learners to be active participants in their language-learning journey, making the process more enjoyable and effective.

2.4 Cognitive Load Theory and Multimedia Learning

Cognitive Load Theory (CLT) was developed by the researcher John Sweller. This theory explains how our brain handles new information and how we can best learn and remember things. According to CLT, our brain can only process a limited amount of information simultaneously. If there is more information, it becomes easier to understand and remember it. This is especially important in digital learning, where multimedia, like videos, images, and text, are often used together (Sweller, J., Ayres, P., & Kalyuga, 2011).

In language learning, digital tools often combine different types of content, such as text, audio, and images. This can help learners understand new language concepts, but it can also create "cognitive load," or mental overload if too much information is presented at once. To make language learning more effective, CLT suggests breaking down information into smaller, manageable parts. For example, a language lesson might first introduce vocabulary with pictures and then later add audio or video for practice. This approach prevents overload and helps learners focus on one thing at a time, making it easier to remember (Mayer, 2009).

Another useful idea from CLT is the importance of reducing unnecessary information, which is called "extraneous load." When designing digital learning materials, educators can remove extra details or distractions to keep the focus on what is important for language learning. For example, a video lesson on vocabulary could use simple backgrounds and clear visuals, helping learners concentrate on the main content without extra distractions. By carefully choosing and organizing content, digital tools can make language learning smoother and less overwhelming for learners (Sweller, J., Ayres, P., & Kalyuga, 2011).

In summary, Cognitive Load Theory helps us understand how to organize language learning materials so they are easier to learn and remember. By managing the amount and type of information, digital tools can make language learning more effective and accessible.

2.5 The Input Hypothesis and Digital Language Exposure

The Input Hypothesis is a language learning theory created by Stephen Krashen. According to this theory, learners improve their language skills by understanding language that is just slightly above their current level. This is called “comprehensible input.” For example, if a learner is at level A in English, they should try to understand content at level A+1, meaning just a little more difficult than what they already know. This helps them learn new words and grammar naturally without feeling overwhelmed (Krashen, 1985).

Digital platforms are useful for providing this type of input because they offer many levels and types of language materials. For instance, online videos, articles, and interactive exercises can be adjusted to match a learner's current ability, helping them get the right level of challenge. A beginner might start with simple vocabulary videos, while more advanced learners can watch full English movies or read news articles. This wide variety of input allows learners to find materials that fit their level and interests, making learning more enjoyable and effective (Ziegler, 2016).

Digital tools also allow learners to control the pace of their learning. For example, a language app might let learners listen to audio slowly or repeat parts of a video until they fully understand. This ability to adjust content gives learners control over their experience, helping them feel comfortable with new language materials while still challenging themselves. Learners can steadily build their English skills by practicing with content at the right level (Krashen, 1985).

In summary, Krashen's Input Hypothesis explains that learners need language input, which they can mostly understand with some new challenges. Digital platforms are excellent for offering this type of input because they provide different levels and formats, helping learners improve their language skills effectively.

2.6 Communicative Language Teaching (CLT) and Digital Interactions

Communicative Language Teaching (CLT) is a method that focuses on using language for real-life communication. This approach is based on the idea that language is best learned by speaking, listening, reading, and writing in meaningful situations. Instead of memorizing vocabulary and grammar rules, learners in CLT classes practice the language in ways that they would use in real life, such as in conversations, asking questions, or sharing opinions (Canale, M., & Swain, 1980).

Digital tools, especially social media, and language-learning apps are excellent for supporting CLT. These tools allow learners to communicate in English with people from different parts of the world. For example, language learners can join chat groups, comment on social media posts, or even have live conversations with native speakers through video calls. This type of real-life communication helps learners practice English in a way that feels natural and useful, making learning more interesting and relevant (Godwin-Jones, 2018).

Social media platforms like Facebook, Instagram, or X, along with language apps like Duolingo, allow learners to practice English in real conversations. On these platforms, learners can ask questions, share experiences, and receive

feedback. Practicing language in this way helps learners improve fluency and confidence while learning cultural expressions and slang. This interaction supports communication-focused learning, encouraging learners to focus on meaning rather than perfect grammar (Richards, 2006).

In summary, Communicative Language Teaching focuses on learning language through real-life communication. Digital platforms and social media support this approach by providing many opportunities for learners to use English in authentic situations, helping them practice their skills in a meaningful way.

2.7 Task-Based Language Learning (TBLT) in Digital Contexts

Task-Based Language Learning (TBLT) is a teaching approach that helps learners practice the language through meaningful tasks, like solving problems, completing projects, or finding information. Instead of focusing on grammar or vocabulary alone, TBLT encourages students to use language to complete tasks, which makes learning more practical and realistic (Ellis, 2003). This approach is especially useful because it gives learners a clear goal to work toward, helping them feel motivated to communicate in the target language.

In digital language learning, TBLT can be enhanced through online tools and platforms that support interactive and project-based activities. For example, language learners can work together in virtual groups to complete a project, such as creating a presentation or writing a report. Digital tools like Google Docs, virtual whiteboards, or video chat platforms allow learners to collaborate in real-time, even if

they are in different locations. By working together to finish a task, learners practice language skills naturally while focusing on their project (González-Lloret, M., & Ortega, 2014).

Another way TBLT is used in digital learning is through language-learning apps that include problem-solving activities. For instance, some apps present learners with real-life situations, like planning a trip or ordering food at a restaurant. Learners must use the language to complete these tasks, making the experience feel closer to real life. This approach not only builds language skills but also prepares learners for situations they might face outside the classroom (Willis, D., & Willis, 2007).

In summary, Task-Based Language Learning is a practical approach that focuses on using language to complete meaningful tasks. Digital tools make TBLT even more effective by allowing learners to collaborate, solve problems, and practice language in realistic ways. This combination of TBLT and digital platforms helps learners engage with the language more interactively and enjoyably.

2.8 The Role of Feedback in Digital Language Learning

Feedback is an important part of learning a language. It helps learners understand what they are doing right and where they need to improve. In language learning, feedback can correct mistakes, guide learners on what to focus on, and encourage them to keep practicing. There are different types of feedback, like immediate feedback, which happens right after a mistake, and corrective feedback, which shows the correct answer and explains why. Feedback is essential

because it helps learners notice their errors and understand how to improve (Bitchener, J., & Ferris, 2012).

Digital tools make it easier to provide feedback quickly and in different ways. For example, language-learning apps often give immediate feedback after each exercise. If a learner makes a mistake, the app can show the correct answer right away, helping the learner remember and avoid the same mistake next time. Some digital tools even provide explanations with examples to make feedback more helpful. This type of instant correction helps learners develop confidence and feel more in control of their learning process (Li, S., & Zhu, 2019).

Another benefit of digital feedback is that it can be personalized. Many language apps adjust the feedback based on the learner's level and progress. For instance, if a learner struggles with a specific grammar point, the app can provide more exercises and feedback on that area. This kind of targeted feedback makes learning more efficient because it focuses on each learner's unique needs, making the feedback more meaningful and effective (Ellis, 2009).

In summary, feedback plays a key role in language learning by helping learners identify and correct their mistakes. Digital tools provide immediate, corrective, and personalized feedback, which supports language learning in a clear and focused way. This use of feedback in digital language learning helps learners stay motivated and makes learning more effective.

2.9 Motivation and Digital Language Learning

Motivation is a very important part of language learning. Motivation theories, like Self-Determination Theory, explain why learners are motivated to study and improve. According to Self-Determination Theory, three key factors increase motivation: autonomy, competence, and relatedness. Autonomy means feeling in control of learning; competence means feeling skilled; and relatedness means feeling connected to others. These three factors are essential for keeping learners motivated and interested in learning (Deci, E. L., & Ryan, 2000).

Digital tools can improve motivation by supporting each of these three factors. First, digital tools give learners more control over their learning (autonomy). For example, many language apps let learners choose their topics, set their pace, and practice as much as they want. This freedom makes learners feel more responsible and in control, which increases their motivation to learn.

Second, digital tools help learners feel competent by giving them regular feedback and showing their progress. For example, many apps use points, levels, or rewards to show learners that they are improving. These features boost confidence and make learners feel successful, which motivates them to keep going (Ushioda, 2011).

Finally, digital platforms connect learners with others who are learning the same language, creating a sense of relatedness. Through language exchange platforms, online communities, and social media, learners can interact with peers, share their experiences, and support each other. Feeling connected to others makes learning more enjoyable

and provides a support system, which helps learners stay motivated (Deci, E. L., & Ryan, 2000).

Therefore, motivation is important in language learning, and digital tools help by giving learners control, building their confidence, and connecting them with others. This combination helps learners stay engaged and motivated, making digital language learning more effective and enjoyable.

2.10 Conclusion: Synthesizing Theoretical Perspectives for Effective Practice

The theories discussed in this chapter—such as Sociocultural Theory, Constructivist Learning Theory, Cognitive Load Theory, Input Hypothesis, Communicative Language Teaching (CLT), Task-Based Language Learning (TBLT), and Motivation Theory—each explain important parts of digital language learning. Together, they provide a strong foundation for using digital tools in language classrooms in effective ways.

When educators understand these theories, they can apply digital tools in ways that truly support language learning. For example, Sociocultural Theory shows the importance of social interaction. Digital platforms, like video chats and discussion boards, allow students to practice speaking with others in a supportive environment, which helps improve their language skills (Vygotsky, 1978). Constructivist Learning Theory reminds us that learners need to be active and engaged. Tools like virtual reality (VR) and language games create realistic scenarios that allow students to practice English as they would in real-life situations (Jonassen, 1994).

Cognitive Load Theory helps educators design digital materials that are easy for learners to understand without feeling overwhelmed. This means organizing content carefully and providing manageable steps in language exercises, such as breaking down vocabulary or grammar into small chunks (Sweller, J., Ayres, P., & Kalyuga, 2011). Similarly, the Input Hypothesis encourages teachers to choose materials that are just a bit challenging, so students stay motivated and learn effectively (Krashen, 1985).

Task-Based Language Learning (TBLT) emphasizes the value of completing meaningful tasks in the language. Digital tools, like project-based apps, allow learners to practice by solving real-life problems and completing tasks that make language learning feel practical and rewarding (Ellis, 2003). Lastly, Motivation Theory highlights the importance of autonomy, competence, and connection with others. Language apps that offer choices, progress tracking, and community features keep learners motivated (Deci, E. L., & Ryan, 2000).

In brief, by combining these theories, educators can create a balanced and effective digital learning environment. Understanding these theories helps teachers apply digital tools in a way that builds language skills, keeps learners engaged, and makes learning enjoyable. A thoughtful approach to digital language learning, grounded in strong theories, will prepare students for successful communication in the 21st century.

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CHAPTER 3

INTEGRATING TECHNOLOGY INTO ENGLISH LANGUAGE CLASSROOMS

By Nyayu yayu suryani

3.1 Background

In today's digital age, the integration of technology into English language classrooms has become increasingly crucial. As technology continues to evolve and permeate various aspects of our lives, it has also significantly impacted the field of education, particularly in the context of language learning. (Farjon et al., 2018) (Syathroh et al., 2021). The integration of technology in English language classrooms can offer numerous advantages. Technology can create a dynamic and engaging learning environment that fosters language acquisition and skill development. It has the potential to enhance the learning experience by providing access to a vast array of authentic and interactive resources, facilitating communication and collaboration, and catering to diverse learning styles. (Pang, 2022) (Syathroh et al., 2021)

Technology can create a dynamic and engaging learning environment that fosters language acquisition and skill development. It has the potential to enhance the learning experience by providing access to a vast array of authentic and interactive resources, facilitating communication and collaboration, and catering to diverse learning styles. For example, the integration of multimedia tools, such as videos, podcasts, and interactive software, can make language

learning more interactive and captivating. Additionally, online communication platforms and collaborative tools can enable students to practice their language skills in real-world contexts, fostering meaningful exchange and strengthening their communicative competence. Furthermore, the use of adaptive and personalized technology can cater to individual learning needs and preferences, allowing students to progress at their own pace and focus on areas that require more attention.

Furthermore, the use of adaptive and personalized technology can cater to individual learning needs and preferences, allowing students to progress at their own pace and focus on areas that require more attention. For example, language learning applications with adaptive algorithms can provide personalized feedback and adjust the difficulty level based on each student's performance, ensuring that they receive the appropriate level of challenge and support. Similarly, the integration of virtual reality and augmented reality technologies can create immersive language learning experiences, enabling students to practice their skills in simulated real-world scenarios. These technological advancements not only enhance language learning but also foster greater engagement, motivation, and autonomy among students.

While the integration of technology in English language classrooms offers numerous benefits, there are also potential drawbacks and challenges that educators must consider. One key concern is the risk of over-reliance on technology, which could lead to a diminished focus on fundamental language skills and face-to-face interactions. Additionally, the implementation of technology in the classroom requires adequate teacher training and technical support, which can

be resource-intensive and may not be readily available in all educational contexts. Furthermore, the accessibility and equity of technology-based language learning must be carefully evaluated, as not all students may have equal access to the necessary devices and internet connectivity. Striking a balance between the strategic use of technology and the preservation of traditional teaching methods is crucial to ensuring a comprehensive and inclusive approach to language education.

3.2 Technology integration for English classrooms.

In the digital age, the integration of technology in English classrooms has become increasingly essential for facilitating effective teaching and learning outcomes. The rapid advancements in technology have transformed the educational landscape, necessitating a shift in pedagogical approaches to cater to the learning needs of digital-native students. (Syathroh et al., 2021). The significance of technology integration in English classrooms is well-documented in the literature. Technology provides English language learners with a vast array of tools and resources that can enhance their language skills, from interactive language learning platforms to multimedia content that can engage and immerse students in the target language. (Syathroh et al., 2021) Moreover, the use of technology in the classroom can foster more efficient and effective learning, as digital tools can facilitate personalized instruction, real-time feedback, and collaborative learning experiences. (Farjon et al., 2018)

Technology integration in the classroom involves the use of various digital tools and platforms, from computers and networks to smartphones, to enhance the learning process. Digital students, who are often referred to as "hyper-communicators" and "multi-taskers," are well-equipped to navigate the technological landscape and can benefit greatly from the integration of technology in the classroom (Raymond, 2016).

However, the successful integration of technology in English classrooms is not without its challenges. Teachers must be adequately trained and supported in the effective use of technology, and schools must invest in the necessary infrastructure and resources to ensure that technology is seamlessly integrated into the curriculum. Despite these challenges, the benefits of technology integration in English classrooms are clear. Technology can enhance the learning experience, foster student engagement, and prepare students for the digital world they will encounter beyond the classroom.

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21st century. By embracing technology, English educators can create more interactive and personalized lessons that cater to the diverse learning needs of their students. Furthermore, the incorporation of digital tools can facilitate collaborative learning, enabling students to work together on projects and share their ideas more effectively. Ultimately, the integration of technology in English classrooms is a necessary step in ensuring that students are equipped with the skills and knowledge they need to thrive in the modern world.

3.3 Technology helps enhance English skills (reading, writing, speaking, listening).

In the digital age, technology has become an integral part of our daily lives, and its impact on various aspects of education cannot be overstated. One area where technology has had a significant influence is the teaching and learning of English language skills, including reading, writing, speaking, and listening. (Cladis, 2018).

In the realm of reading, technology has enabled students to access a vast array of online resources, from e-books and digital libraries to interactive learning platforms. These tools not only provide convenient access to a wide range of literary materials but also offer features like text-to-speech, vocabulary builders, and comprehension quizzes that can enhance the reading experience and improve overall reading proficiency. Similarly, in the domain of writing, technology has revolutionized the way students approach this skill. Word processing software, cloud-based collaborative platforms, and grammar-checking tools have made the writing process more efficient, allowing students to focus on content development,

organization, and revision, rather than solely on the mechanics of writing.

Furthermore, technology has transformed the way students engage in speaking and listening activities. Video conferencing tools, language learning apps, and voice recognition software have opened up new avenues for practicing and improving oral communication skills. These technologies enable students to participate in virtual conversations, receive real-time feedback, and even engage in language immersion experiences, all of which contribute to the development of their speaking and listening proficiencies. Skill Technology Impact Reading Access to online resources, text-to-speech, vocabulary builders, comprehension quizzes Writing Word processing software, cloud-based collaboration, grammar-checking tools Speaking Video conferencing, language learning apps, voice recognition software Listening Video conferencing.

In conclusion, the integration of technology in English language classrooms has had a profound impact on the development of crucial language skills. By leveraging a wide range of digital tools and resources, educators can create engaging and effective learning environments that cater to the diverse needs and learning styles of their students, empowering them to reach their full potential in English language acquisition.

3.4 Learning Theories and Technology: ***Constructivism and Connectivism that support the use of technology.***

Learning theories such as constructivism and connectivism provide valuable insights into how technology can be leveraged to support student learning and knowledge

construction. Constructivism emphasizes the active role of the learner in constructing their own understanding of the world based on their prior experiences and interactions with the environment. Technology can complement this approach by providing a wealth of information, tools for creativity and collaboration, and diverse communication forums where students can engage in context-rich, experience-based activities to build knowledge. However, the successful integration of technology in the classroom is often hindered by teachers' lack of confidence or "technophobia" in using technology effectively. (Onyango & Gitonga, 2017).

Constructivism emphasizes the active role of the learner in constructing their own understanding of the world based on their prior experiences and interactions with the environment. Technology can complement this approach by providing a wealth of information, tools for creativity and collaboration, and diverse communication forums where students can engage in context-rich, experience-based activities to build knowledge. However, the successful integration of technology in the classroom is often hindered by teachers' lack of confidence or "technophobia" in using technology effectively.

On the other hand, the theory of connectivism recognizes that in the digital age, learning is not confined to the individual, but rather occurs through the connections and interactions facilitated by technology. Connectivism posits that knowledge is distributed across a network of connections, and the ability to identify and navigate these connections is a key component of learning. Educators play an important role in guiding students to navigate these online networks and leverage digital technologies to create new forms of communication and knowledge formation.

Technology enables learners to actively construct knowledge by providing access to a wealth of information, tools for creativity and collaboration, and diverse communication forums where they can engage in context-rich, experience-based activities. At the same time, educators must address teachers' potential "technophobia" and guide students to navigate online networks and leverage digital technologies to create new forms of communication and knowledge formation.

However, the successful integration of technology in the classroom is often hindered by teachers' lack of confidence or "technophobia" in using technology effectively. Some argue that overreliance on technology in the classroom can diminish the role of the teacher and undermine traditional learning methods that have long been effective. There are concerns that technology may distract students, foster passive learning, and limit opportunities for face-to-face interaction and discussion. Proponents of this view contend that while technology can complement constructivist and connectivist approaches, it should be used judiciously and with careful consideration of its potential drawbacks.

3.5 Educational Technology Frameworks: TPACK and SAMR

In the rapidly evolving landscape of education, the integration of technology has become a crucial component in enhancing the teaching and learning experience. Two prominent frameworks that have gained significant attention in this context are the Technological Pedagogical Content Knowledge (TPACK) model and the Substitution, Augmentation, Modification, Redefinition (SAMR) model. The

Technological Pedagogical Content Knowledge framework, developed by Mishra and Koehler, highlights the complex interplay among three essential domains: technological knowledge, pedagogical knowledge, and content knowledge (Nurhidayah & Suyanto, 2021) (Wulansari et al., 2020) (Koehler & Mishra, 2009). This framework emphasizes that effective teaching with technology requires an understanding of how these three domains intersect and inform one another. The TPACK model suggests that teachers must possess a nuanced understanding of how technology can be used to represent and teach specific content, as well as how technology can enhance and transform pedagogical approaches. (Wulansari et al., 2020).

The SAMR model, introduced by Ruben Puentedura, provides a four-level hierarchy for evaluating the integration of technology in the classroom. At the lowest level, technology is used as a direct substitute for traditional methods, with no functional change. As the levels progress, technology is used to augment, modify, and ultimately, redefine the learning experience, leading to a transformation in the way content is delivered and students engage with it (Nurhidayah & Suyanto, 2021). The SAMR model, introduced by Ruben Puentedura, provides a four-level hierarchy for evaluating the integration of technology in the classroom. At the lowest level, technology is used as a direct substitute for traditional methods, with no functional change. As the levels progress, technology is used to augment, modify, and ultimately, redefine the learning experience, leading to a transformation in the way content is delivered and students engage with it. This model offers a framework for educators to assess the depth of technology integration, moving from simple substitution to the more complex levels of augmentation,

modification, and redefinition, where technology can fundamentally alter and enhance the learning process.

While the TPACK and SAMR models provide valuable frameworks for considering the integration of technology in education, it is important to acknowledge their limitations and potential drawbacks. One criticism of the TPACK framework is that it may oversimplify the complex relationships between the three knowledge domains, failing to account for the nuances and contextual factors that can influence technology integration. Similarly, the SAMR model has been criticized for its rigid, hierarchical structure, which may not accurately reflect the nonlinear, iterative nature of technology adoption in the classroom.

Furthermore, a purely technology-focused approach to education can potentially lead to an overemphasis on the tools themselves, rather than on the pedagogical goals and learning outcomes. There is a risk that teachers may become overly focused on the "shiny new technology" rather than on how it can effectively support and enhance student learning. Additionally, the rapid pace of technological change can make it challenging for educators to keep up with the latest tools and trends, potentially leading to a disconnect between the frameworks and the realities of the classroom.

In summary, while the TPACK and SAMR models offer valuable insights into the integration of technology in education, it is crucial to consider their limitations and potential drawbacks. A balanced and nuanced approach that considers the pedagogical, content, and contextual factors is essential to ensure that technology is used to truly transform and improve the learning experience for students.

3.6 Technologies Used in English Language Learning

- **Learning Management Systems (LMS): Moodle, Google Classroom**

Learning Management Systems are digital platforms designed to facilitate online learning and teaching. These web-based systems provide a centralized space for instructors to manage course content, communicate with students, and track their progress. Popular examples of LMS include Moodle and Google Classroom, which offer a wide range of features to support various educational needs. Moodle, an open-source LMS, has gained widespread adoption in higher education institutions around the world. It allows instructors to create and deliver course materials, facilitate discussions, and assess student learning through online quizzes and assignments (Kasim & Khalid, 2016). Similarly, Google Classroom is a free LMS offered by Google, which integrates seamlessly with other Google applications, such as Google Drive and Google Meet, to enable collaborative learning and remote instruction.

Learning Management Systems have become increasingly important in the digital age, as they enable students to access learning resources and engage with course content anytime, anywhere. These platforms have evolved from simple course management systems to more comprehensive solutions that support various aspects of the learning process, including content delivery, communication, data analytics, and personalized learning experiences. LMS now offer a wide range of features and functionalities to cater to the diverse needs of both instructors and students, making

them an integral part of modern education (Kasim & Khalid, 2016).

However, the widespread adoption of Learning Management Systems has also raised concerns among some educators and students. Critics argue that the reliance on technology can lead to a disconnect between instructors and students, as the personal touch and face-to-face interaction that are often integral to effective teaching and learning may be diminished. Additionally, the standardization and structure of LMS can limit the flexibility and creativity that some educators value in their teaching approaches. Furthermore, the data-driven nature of LMS can raise privacy concerns, as student information and learning activities are often tracked and stored by these platforms. While LMS offer numerous benefits, it is crucial to strike a balance between the advantages of technology-enabled learning and the importance of preserving the human element in education.

- **Interactive Applications: Kahoot, Quizlet, Duolingo.**

Interactive Applications: Kahoot, Quizlet, Duolingo. Additional interactive applications that can be integrated with an LMS include kahoot game-based learning platform that allows teachers to create and share engaging quizzes and games; Quizlet, a flashcard and study tool that provides a variety of learning activities; and Duolingo, a language learning app that uses a gamified approach to help students practice and improve their language skills. These interactive applications can be leveraged to create a more engaging and dynamic learning environment within an LMS, potentially improving student academic performance and knowledge retention. (Douligeris et al., 2018).

These interactive applications can be leveraged to create a more engaging and dynamic learning environment within an LMS, potentially improving student academic performance and knowledge retention. Integrating platforms like Kahoot, Quizlet, and Duolingo can enhance the learning experience in several ways. Kahoot allows for the creation of interactive quizzes and games that gamify the learning process, making it more enjoyable and motivating for students. Quizlet offers a suite of study tools, including flashcards and various practice activities, which can help students actively engage with and retain course material. Duolingo, a language learning app, uses a gamified approach to language acquisition, providing a fun and effective way for students to develop their language skills. By incorporating these interactive applications into an LMS, instructors can foster a more dynamic and immersive learning environment, ultimately leading to improved academic outcomes and knowledge retention among their students. Furthermore, the integration of these interactive tools can provide valuable data and insights to instructors, allowing them to better understand student engagement and tailor their teaching strategies accordingly.

However, some researchers have raised concerns about the potential drawbacks of integrating interactive applications like Kahoot, Quizlet, and Duolingo within a Learning Management System. While these tools can enhance engagement and motivation, they may also introduce distractions and detract from the core learning objectives. Critics argue that the gamification of learning can overshadow the deeper understanding of concepts, leading to a more superficial level of knowledge acquisition. Additionally, the reliance on these interactive platforms may create a dependency on technology, potentially hindering

students' ability to engage in more traditional learning methods, such as reading, writing, and critical thinking. Further, the data collected through these applications may raise privacy concerns and lead to potential misuse of student information. Ultimately, while interactive applications can be valuable supplements, they should be carefully incorporated into an LMS to ensure they support, rather than detract from, the primary learning goals.

- **Digital Storytelling Tools :StoryboardThat, Canva.**

Digital Storytelling Tools: StoryboardThat, Canva, and Other Online Platforms for Classroom Teaching, it is Learning Management Systems have revolutionized the way educators deliver content and engage students in the classroom. These platforms provide a comprehensive suite of tools that facilitate communication, content sharing, and assessment (Smeda et al., 2014) (Alabbasi, 2018). One such tool that has gained significant traction in the educational landscape is digital storytelling.

Digital storytelling is a powerful pedagogical approach that combines traditional storytelling with multimedia technology. It is an effective way to enhance learners' motivation, foster collaboration, and promote interpersonal communication. Teachers can leverage digital storytelling tools, such as StoryboardThat and Canva, to create engaging, visually-appealing narratives that can be used to illustrate complex concepts, encourage critical thinking, and facilitate active learning (Alabbasi, 2018).The integration of visual images and text through digital storytelling can accelerate student comprehension and help teachers assess their understanding. Moreover, the process of creating digital stories encourages learners to develop their creativity and

problem-solving skills, as they navigate the various stages of the storytelling process. (Smeda et al., 2014).

Additionally, the increasing accessibility of technology in the classroom, such as digital cameras, editing software, and authoring tools, has made it easier than ever for both teachers and students to create and share their digital stories. As a result, the use of digital storytelling in the classroom has been on the rise, with educators recognizing its potential to enhance learning outcomes and engage students in innovative ways. (Alabbasi, 2018)

3.7 Implementing Technology in Learning Activities

- **Teaching Writing Skills: Using tools like Grammarly or Google Docs with collaboration features.**

Writing is a fundamental skill that students need to develop throughout their academic journey. However, providing feedback and assessing student writing can be a labor-intensive task for instructors. (Calvo et al., 2010) The integration of technology in the classroom can help overcome some of these challenges, as digital tools can facilitate collaborative writing, provide automated feedback, and streamline the writing process. (McKee & DeVoss, 2013). One such tool that can revolutionize the way writing is taught and assessed is Google Docs (Johnson & Johnson, 2014). This cloud-based platform allows multiple students to work on a document simultaneously, enabling them to collaborate, provide feedback, and track changes in real-time. This synchronous collaboration not only enhances the quality of the final product but also fosters a sense of audience, as students can engage in discussions and negotiations about the

organization and wording of the document (Lowry et al., 1951).Google Docs is a cloud-based platform that allows multiple students to work on a document simultaneously, enabling them to collaborate, provide feedback, and track changes in real-time. This synchronous collaboration not only enhances the quality of the final product but also fosters a sense of audience, as students can engage in discussions and negotiations about the organization and wording of the document.

The use of digital writing tools, such as Grammarly, can provide students with instant feedback on their writing, highlighting grammatical errors, suggesting improved word choices, and offering tips for enhancing the overall quality of the text. By leveraging these low-barrier technologies, instructors can focus on guiding students through the writing process, rather than spending an excessive amount of time on proofreading and editing. The integration of technology in the classroom can help overcome some of the challenges associated with providing feedback and assessing student writing. Digital tools like Google Docs and Grammarly can facilitate collaborative writing, provide automated feedback, and streamline the writing process.

- **Teaching Speaking Skills:Platforms like Flipgrid or video recording tools**

In the modern education landscape, the integration of technology has become increasingly prevalent, particularly in the context of teaching speaking skills. Studies have shown that the use of educational technology tools can significantly enhance EFL students' speaking performance (Asratie et al., 2023). One such approach involves the utilization of video-based platforms, such as Flipgrid, which allow students to record and share their spoken responses. (Wu, 2020) These

tools not only provide a comfortable and engaging medium for students to practice their speaking skills, but also enable them to receive feedback and peer interaction, thereby fostering a more dynamic and interactive learning environment (Asratie et al., 2023).

Research suggests that the incorporation of authentic video materials, such as TED Talks, can also contribute to the improvement of students' listening comprehension. By exposing students to real-world language usage, these resources can increase their willingness to engage with English, ultimately enhancing their overall communicative proficiency. Furthermore, the use of technology-based tools has been shown to encourage a shift from traditional teacher-centered approaches towards more learner-centered pedagogies, where students are actively involved in the learning process and can hone their speaking skills to their fullest potential (Wijaya, 2023) (Asratie et al., 2023).

The use of these platforms and video recording tools provides students with opportunities to practice their speaking skills in a more interactive and engaging manner, which can lead to improved language proficiency and communicative competence. By leveraging these technologies, students can benefit from a more dynamic and learner-centered approach to language learning. They can record and share their spoken responses, receive feedback from both the instructor and their peers, and engage in meaningful interactions that foster the development of their speaking abilities.

Moreover, the incorporation of authentic video materials, such as TED Talks, can further enhance students' listening comprehension and overall language proficiency. Exposure to real-world language usage can increase students'

willingness to engage with English, as they become more familiar with the natural flow and nuances of the language. This, in turn, can contribute to the improvement of their communicative competence and their ability to participate effectively in English-speaking contexts. The use of these technological tools, when implemented thoughtfully and integrated into a well-designed curriculum, can significantly improve EFL students' speaking skills and support their language learning journey. By embracing these advancements in educational technology, instructors can create more engaging and effective learning environments that empower students to develop their speaking abilities to the fullest.

However, there are potential drawbacks to the extensive use of video-based platforms and recording tools in teaching speaking skills. While these technologies can provide valuable opportunities for students to practice and receive feedback on their spoken language, there are concerns that over-reliance on these tools may lead to a lack of authentic, face-to-face interaction. In a traditional classroom setting, students have the chance to engage in real-time conversations, respond to nonverbal cues, and develop the interpersonal skills necessary for effective communication. The use of video recordings, while beneficial, may not fully replicate the dynamics and nuances of in-person dialogues.

Additionally, the availability and accessibility of these technological tools may vary across educational contexts, potentially creating inequities for students who lack access to the necessary resources or technological proficiency. This could disadvantage certain learners and limit the overall effectiveness of the approach. While the integration of video-based platforms and recording tools can enhance EFL students' speaking skills, it is crucial to maintain a balanced

approach that combines these technological advancements with traditional face-to-face interactions and opportunities for authentic communication. By striking this balance, educators can create a more comprehensive and inclusive learning environment that caters to the diverse needs and preferences of their students.

- **Teaching Listening and Reading Skills: Integration of podcasts and interactive e-books.**

The integration of podcasts and interactive e-books can be an effective approach for teaching listening and reading skills. Podcasts provide opportunities for students to engage with authentic audio content, while interactive e-books allow for interactive learning experiences that can enhance reading comprehension. By incorporating these digital resources into the curriculum, instructors can create a more engaging and immersive learning environment for students. The combination of listening and reading activities can also help students develop a more holistic set of language proficiency skills.

Recent research has highlighted the potential benefits of using podcasts and interactive e-books in language learning. Podcasts, in particular, have been shown to improve pronunciation skills, as they expose students to authentic speech patterns and intonation. (Kafes & Caner, 2020) Additionally, studies have found that the use of interactive e-books can enhance reading comprehension and engagement, as they offer features such as multimedia elements, annotations, and personalized feedback. (Kaplan-Rakowski & Loranc-Paszyk, 2019). While the integration of these digital tools can be valuable, it is important to ensure that they are used in a purposeful and well-designed manner. Instructors should carefully select and curate the content, and provide

guidance and support to help students navigate and engage with the resources effectively.

When using podcasts and interactive e-books for teaching listening and reading skills, it is important to ensure that they are integrated effectively into the curriculum. Instructors should carefully select and curate the content, and provide guidance and support to help students navigate and engage with the resources effectively. This can include providing pre-listening or pre-reading activities, as well as opportunities for students to discuss and reflect on the content they have experienced. Additionally, instructors should consider incorporating formative assessments and feedback mechanisms to monitor student progress and adjust their teaching approaches as needed. By taking a thoughtful and purposeful approach to the integration of these digital tools, instructors can create a more engaging and effective learning environment for their students.

While the integration of podcasts and interactive e-books can be valuable for teaching listening and reading skills, there are potential drawbacks that should be considered. One concern is that over-reliance on these digital tools may lead to a decrease in face-to-face interaction and traditional reading experiences, which are also important for developing language proficiency. Additionally, not all students may have equal access to the necessary technology or may struggle with the digital interface, potentially widening the digital divide and creating inequities in the learning environment. Furthermore, the selection and curation of podcast and e-book content requires significant time and effort from instructors, and there is a risk that the content may not align with the specific learning objectives or cultural contexts of the classroom. Finally, while these digital

tools can enhance engagement and comprehension, they should not be viewed as a replacement for direct instruction and scaffolding from the instructor, as students still require guidance and feedback to fully develop their listening and reading skills.

- **Project-Based Learning (PBL) with Technology : Projects utilizing technology for collaborative learning.**

Projects utilizing technology to facilitate collaborative learning experiences that engage students in active, authentic, and meaningful learning activities. Project-based learning is a teaching method where students learn by actively engaging in real-world and personally relevant projects. (Ao et al., 2018) This approach shifts the role of the teacher from a content expert to a facilitator, guiding students as they pursue their own questions and create their own meaning. (Helwa & Helwa, 2018)

This approach shifts the role of the teacher from a content expert to a facilitator, guiding students as they pursue their own questions and create their own meaning. Through project-based learning with technology, students have the opportunity to engage in collaborative learning experiences that are active, authentic, and meaningful. By utilizing various technological tools and resources, students can work together to explore real-world problems, conduct research, and develop solutions that demonstrate their understanding of the subject matter. The teacher's role becomes one of a guide, providing support and facilitation as students take an active role in their own learning process.

Through project-based learning with technology, students have the opportunity to engage in collaborative learning experiences that are active, authentic, and

meaningful. By utilizing various technological tools and resources, students can work together to explore real-world problems, conduct research, and develop solutions that demonstrate their understanding of the subject matter. The teacher's role becomes one of a guide, providing support and facilitation as students take an active role in their own learning process. This approach encourages students to become self-directed learners, taking responsibility for their own learning and developing essential skills such as critical thinking, problem-solving, and communication. Through collaborative projects, students learn to work effectively with their peers, sharing ideas, providing feedback, and building upon each other's strengths. The integration of technology further enhances these collaborative learning experiences, allowing students to access a wealth of information, communicate and share their work with a wider audience, and leverage digital tools to visualize, analyze, and present their findings. By fostering an environment where students are actively engaged in their learning, project-based learning with technology can lead to deeper understanding, increased motivation, and the development of 21st-century skills that are essential for success in an increasingly digital and interconnected world.

However, some concerns have been raised about the implementation of project-based learning with technology. Critics argue that this approach can lead to a lack of structured content delivery, potentially leaving gaps in students' foundational knowledge. There are also challenges in ensuring equitable access to necessary technological resources, which could disadvantage certain students. Additionally, the collaborative nature of project-based learning may not suit all learners, as some may prefer more individual, self-paced learning. Despite these potential

drawbacks, proponents of project-based learning with technology maintain that the benefits of this approach, such as increased engagement, development of critical thinking and problem-solving skills, and better preparation for real-world challenges, outweigh the drawbacks when implemented effectively.

3.8 Challenges and Solutions in Technology Integration

The integration of technology into various sectors has become an increasingly pressing concern in the modern era. Schools, in particular, have faced the challenge of incorporating digital technologies into the curriculum, with principals and teachers often feeling overwhelmed by the mandate to integrate computer technology into every subject and grade. (Flanagan & Jacobsen, 2003) Efforts must be made to secure funding from the Department of Education and other sponsors to provide the necessary resources and training for teachers to effectively utilize technology in the classroom (Raymond, 2016).

Technology integration is meant to be cross-curricular rather than a standalone course or topic. (Flanagan & Jacobsen, 2003) Every classroom teacher is expected to use learning technologies to enhance student learning in every subject, but many feel unprepared for this task due to the gap between expectation and preparation. (Flanagan & Jacobsen, 2003) Technology has to be integrated into the entire curriculum, not just one subject, and this can be done by inaugurating a vision of technology in the entire school (Raymond, 2016). Digital students can be identified as learners who are hyper-communicators, multi-taskers, and

goal-oriented. Technology integration is crucial for the future of our world, and principals and teachers must take on the responsibility of reinventing schools and classrooms in a society that has been transformed by digital technologies (Flanagan & Jacobsen, 2003).

Technology integration is crucial for the future of our world, and principals and teachers must take on the responsibility of reinventing schools and classrooms in a society that has been transformed by digital technologies. To succeed in this endeavor, school leaders and educators must work collaboratively to develop a comprehensive plan that addresses the various challenges associated with technology integration. This plan should include strategies for securing necessary funding, providing ongoing professional development for teachers, and ensuring that the integration of technology is seamless and meaningful across all subject areas. By embracing the opportunities presented by digital technologies, schools can better prepare students for the demands of the 21st century workforce and cultivate the skills and knowledge they will need to thrive in an increasingly interconnected and technology-driven world.

To succeed in this endeavor, school leaders and educators must work collaboratively to develop a comprehensive plan that addresses the various challenges associated with technology integration. This plan should include strategies for securing necessary funding, providing ongoing professional development for teachers, and ensuring that the integration of technology is seamless and meaningful across all subject areas. By embracing the opportunities presented by digital technologies, schools can better prepare students for the demands of the 21st century workforce and cultivate the skills and knowledge they will need to thrive in

an increasingly interconnected and technology-driven world. This plan should also consider the unique needs and learning styles of digital students, who are often characterized as hyper-communicators, multi-taskers, and goal-oriented. By understanding and catering to the preferences and abilities of these students, schools can more effectively integrate technology in a way that enhances student engagement, motivation, and academic achievement.

While the integration of technology into the classroom can offer numerous benefits, it also presents significant challenges that must be carefully considered. Proponents argue that technology can enhance student engagement, motivation, and academic achievement, as well as better prepare students for the demands of the 21st century workforce. However, critics contend that the integration of technology can be costly, disruptive, and ineffective if not implemented thoughtfully and with proper teacher training and support. One major concern is the substantial financial investment required to provide the necessary hardware, software, and infrastructure for effective technology integration. School districts often struggle to secure adequate funding from the Department of Education and other sponsors to cover these expenses, leaving many classrooms without access to the latest technologies. Furthermore, the ongoing maintenance and updating of these technologies can place a significant strain on school budgets.

Another challenge is the lack of proper training and professional development for teachers. Many educators feel unprepared to effectively integrate technology into their lessons, leading to frustration and suboptimal outcomes for students. Without comprehensive training, teachers may

struggle to leverage technology in meaningful and engaging ways, limiting its potential impact on student learning.

Additionally, the integration of technology can disrupt traditional instructional methods and classroom dynamics, creating logistical and pedagogical challenges for teachers. Balancing the use of digital tools with more traditional teaching approaches, managing student attention and behavior in technology-rich environments, and ensuring equitable access to technology for all students are just a few of the issues that educators must navigate. Ultimately, while the potential benefits of technology integration are significant, the challenges cannot be overlooked. School leaders and educators must develop a comprehensive plan that addresses the financial, pedagogical, and logistical obstacles, ensuring that the integration of technology is seamless, meaningful, and effective across all subject areas. Only then can the true transformative power of digital technologies be realized in the classroom.

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CHAPTER 4

E-LEARNING PLATFORMS FOR ENGLISH LANGUAGE INSTRUCTION

By Sujarwo

4.1 Introduction

In the conventional teaching model, particularly in Indonesia, where English is a foreign language, educators serve as the primary source of knowledge. At the same time, students functioned only as passive recipients. Teachers occupied the central role, whereas students remained silent and passive entities. This thought has evolved today. The students are now the focal point of the teaching and Learning process (Dash, 2022). Teachers, with their multifaceted responsibilities as classroom directors, managers, counselors, and exemplars of the language they instruct, support learning both within the classroom and potentially beyond official educational settings.

The application of contemporary technology in English instruction is widely recognized as an innovative utilization of methods, tools, materials, equipment, systems, and strategies pertinent to English language education, facilitating the attainment of specified objectives (Alenezi et al., 2024; Sukmawati et al., 2023). The use of contemporary technology

represents a shift from traditional teaching methods to more dynamic and interactive approaches. This includes the incorporation of multimedia resources, such as videos, podcasts, and interactive software, which engage students in varied ways and cater to different learning styles (Sujarwo et al., 2024).

Acquisition of knowledge in the English language consistently involves divergent viewpoints and ideas. English is instructed globally by various methods, encompassing both classic and creative approaches. Nonetheless, e-learning has recently emerged as a fundamental element of the contemporary educational system (Nurhikmah et al., 2021). In light of the significance of contemporary and innovative teaching and learning tactics in various contexts, various e-learning tools and methodologies have been developed to enhance the teaching-learning process, rendering it more effective and outcome-oriented (Alam Khan, 2016).

ICTs refer to technologies and exchange of information using electronic devices, particularly computers, for the purposes of creating, storing, analysing, and transmitting information. In Iraqi society, teaching is seen as a highly complex profession, whereby information and communication technology (ICT) plays a pivotal role in accessing extensive knowledge (Salehi et al., 2014). Information and Communication Technology (ICT) facilitates a sustained impact on learning via text, images, animations, audio, and video content.

Furthermore, it fosters constructive groups and social engagement while improving learners' interpersonal and intrapersonal skills. Information and Communication Technology (ICT) refers to the utilization of computer-based communication in both classroom and e-learning

environments (Nedeva and Dimova, 2010; Sujarwo et al., 2023).

E-learning denotes education conducted through the Internet, networks, or standalone computers. It fundamentally involves the network-facilitated transmission of skills and knowledge. This encompasses the utilisation of electronic applications and processes for learning, including web-based learning, computer-based learning, virtual classrooms, and digital collaboration. The educational content is disseminated via the Internet, intranet/extranet, audio or video tapes, satellite television, and CD-ROMs (Nedeva and Dimova, 2010).

Currently, this generally entails utilizing the Internet as a medium for instruction and education, either as a primary or ancillary educational resource. There is substantial data concerning the comparative potential advantages of utilizing this technology for both students and educators (Mutambik, 2018). For instance, E-learning is proposed to eliminate the temporal and physical constraints inherent in conventional educational settings. Furthermore, certain E-learning tools enable students studying English to easily access valuable language resources and engage directly with native English speakers.

E-learning platforms for English language instruction are online systems designed to facilitate the teaching and learning of English as a foreign or second language (Tokarieva et al., 2021). These platforms leverage digital technology to offer flexible, interactive, and often personalized learning experiences for users at various proficiency levels.

One of the primary advantages of e-learning platforms is that they are accessible from anywhere with an internet connection, allowing learners to study at their own pace (Buragohain et al., 2023). Platforms are often available via mobile apps, making accessing lessons on the go easy. Learners can schedule lessons or complete activities based on time availability, making learning more flexible than in traditional classroom settings.

E-learning platforms engage learners through interactive tools such as quizzes, games, and multimedia content (videos, audio clips, and interactive exercises) (Alenezi et al., 2024). These elements make learning more dynamic and help reinforce concepts in fun, user-friendly ways. Many platforms also offer speaking practice with voice recognition technology or through live tutor interactions.

E-learning platforms come in various types, each catering to different learning needs and environments. Some common types of e-learning platforms: Learning Management Systems (LMS): Moodle, Blackboard, Canvas, and Google Classroom. Features: Course management, student enrollment, assessments, grading, and progress tracking. Massive Open Online Courses (MOOCs): MOOCs offer open access to large-scale online courses from universities and institutions, such as Coursera, edX, FutureLearn, and Udemy. Features: Free or paid courses, video lectures, forums, and certificates of completion. Collaborative Learning Platforms, these platforms emphasize interaction, peer learning, and group-based activities, such as Microsoft Teams (for Education) and Slack (integrated with Learning tools). Features: Group projects, discussions, collaborative tools like shared documents and whiteboards. Virtual Learning Environments (VLE). VLEs simulate traditional classroom

settings in a virtual space such as Google Classroom, Schoology, and Seesaw Features: Real-time interaction, assignment submission, announcements, and discussions. Social Learning Platforms. Platforms that leverage social media-like features for peer-to-peer interaction and collaborative learning, such as Edmodo, Yammer, and Facebook. Workplace Features: Community-based learning, social interaction, and peer feedback.

Numerous prevalent challenges emerge in English as a Foreign Language (EFL) classrooms, impacting both educators and students. These issues may originate from various factors, including linguistic obstacles, pedagogical approaches, classroom interactions, the irrelevance or uninterest of instructional materials or topics to students' interests or cultural contexts, and constraints in resources.

Some previous studies stated that E-learning can be more effectively incorporated into language learning courses, offering valuable insights for educators, policymakers, and technology developers seeking to improve educational outcomes using electronic tools (Amah, 2024). Moodle e-learning provides students with possibility to participate in learning activities beyond the classroom, enhancing their exposure to the English language and thereby improving their language skills (Jose and Abidin, 2015).

In contrary with another study stated that The educators express contentment with the efficacy of utilising ICT from their learning standpoint. However, exhibit some hesitation in integrating ICT within the classroom environment. This survey reveals that most teachers believe using ICTs in the classroom is not particularly beneficial and regard it as the most challenging method to engage students. The reason may be the absence of instruction on the efficacy

of ICT from management and the lack of arrangements for ICT deployment in the classroom (Jassim, 2020).

Although e-learning platforms and digital tools offer great potential for language learning, many EFL classrooms do not fully integrate technology. This includes both the underuse of available tools and the digital divide, where some learners lack access to the necessary technology. There is a gap between the potential of digital learning tools (such as e-learning platforms, language apps, and multimedia) and their actual implementation in classrooms, often due to a lack of resources or training. To improve access to technology and provide teacher training to effectively integrate digital tools into their teaching practices. Offering offline or low-bandwidth solutions can also help close the digital divide.

The urgent need to incorporate e-learning platforms into English language instruction arises from the necessity to meet worldwide demands for English proficiency, the benefits of technological advancements, and the transition towards more flexible, engaging, and accessible educational settings. Institutions and educators must promptly adopt these platforms to address the expanding educational requirements of learners in a swiftly transforming world.

The objective of this study is to examine e-learning platforms in English language instruction, focusing on the development of accessible, engaging, and personalised learning experiences that enhance English proficiency and provide learners with crucial skills for global communication, lifelong learning, and digital literacy.

4.2 Method

Conducting qualitative research on e-learning platforms for English language training facilitates a comprehensive understanding of the user experience. This method offers significant insights into learner interactions with online tools, the problems encountered, and the optimization of platforms to enhance language acquisition efficacy. By meticulously evaluating research objectives, data-gathering methodologies, and ethical standards, this study can enhance both scholarly research and practical advancements in e-learning design.

Data Analysis

A prevalent technique in qualitative research, thematic analysis entails the identification and examination of patterns or themes within the data (Richards and Hemphill, 2018). The number of EFL students in the English Education Department of Universitas Megarezky. This study applied a random sample with a total respondents of 14 EFL students in a qualitative study, and qualitative research typically focuses on depth rather than breadth; this might choose a smaller sample size to allow for detailed data collection and analysis (Creswell, 2013). For in-depth interviews might select 5 students to ensure and thoroughly explore each participant's perspective and for a more balanced sample while still managing the depth of data.

Procedures

Acquaint the data by repeatedly reviewing transcripts or listening to recordings. Generate preliminary codes by recognizing salient sentences, concepts, or experiences. Organize the codes into thematic categories that correspond to research inquiries learner interaction with multimedia, and

technical impediments. Evaluate and enhance themes to guarantee they encapsulate the core of the data. Deliver a comprehensive account or elucidation of the themes, substantiated by quotations or instances from the participants.

4.3 Results and Discussion

In a qualitative research study on e-learning platforms for English language training, the results and discussion part presents and interprets the insights derived from the data connected to the research questions, objectives, and current literature. This section primarily emphasizes the principal themes or patterns that arose from the data, substantiated by direct participant quotations. The results are examined concerning prior research to underscore their implications for pedagogy, learning, and platform advancement.

4.3.1 Effectiveness of E-Learning Platforms in Language Instruction

Interview Question: "How effective do you find the e-learning platform in helping you learn English?"

Student 2: "I find it really useful because I can access materials anytime. Platforms like Google Classroom allow me to review lessons and submit assignments easily. It's especially helpful when I want to revisit recorded lectures."

Student 4: "The platform is good for assignments, but it doesn't help me improve my speaking skills. I feel like I need more real-time interaction for that."

Based on interview results, Students 4 and 2 generally appreciate the flexibility and accessibility of e-learning platforms for reviewing materials and managing assignments. However, some feel these platforms lack the interactive components necessary to improve their oral communication skills.

4.3.2 Interaction and Engagement in E-Learning

Interview Question: "Do you feel engaged in class activities through the e-learning platform?"

Student 1: "In online discussions, I sometimes participate, but it's not the same as talking face-to-face. It feels more formal, and I'm not always comfortable typing long responses."

Student 5: "I prefer the forums because I have more time to think about what I want to say. In class, I often don't have enough time to respond in English, so I end up staying quiet."

According to respondents 1 and 5 stated that there's a mixed response to the interaction aspect of e-learning platforms. Some students find it easier to engage in written discussions, while others feel it lacks the spontaneity of verbal communication. Real-time engagement seems challenging for several students, which could hinder their development of communicative competence.

4.3.3 Support and Feedback from Teachers via E-Learning Platforms

Interview Question: "How do you feel about the feedback and support you receive from your teachers through the platform?"

Student 1: "My teacher gives detailed feedback on assignments, which helps me improve. I like that I can check the comments anytime."

Student 2: "The feedback is usually written, but I'd prefer if the teacher could give voice or video feedback. Sometimes I don't understand the written feedback clearly."

Based on interview results, Students 1 and 2 generally appreciate the written feedback provided through e-learning platforms, as it helps them reflect on their learning. However, some students expressed a desire for more personalized and interactive feedback (e.g., voice or video) to better understand their areas for improvement.

4.3.4. Challenges in Using E-Learning Platforms

Interview Question: "What challenges have you faced when using e-learning platforms for learning English?"

Student 5: "The platform sometimes has technical issues, and I get frustrated when I can't submit my work on time. Also, I'm unsure how to use all the features, like discussion boards or quizzes."

Student 3: "For me, the biggest challenge is staying motivated. It's easy to skip tasks when no one is watching, and I procrastinate."

Based on interview results, Students 5 and 3 reported technical difficulties and lack of clarity in using certain platform features. In addition, the lack of face-to-face interaction and accountability in e-learning environments leads to issues with motivation and self-discipline, particularly among students who are not well-versed in managing their learning.

The adoption of e-learning, particularly in higher education institutions, offers numerous advantages for students and teachers. It emphasizes meeting students' needs while also supporting teachers in delivering academic content effectively (Razak and Ali, 2019).

Numerous studies supported this study and found that e-learning in education is expected to provide an alternative for students to expand their knowledge more broadly. It allows students to learn more independently and flexibly, helping to achieve educational objectives effectively. However, all efforts must be made to ensure that e-learning-based Learning can be implemented successfully (Fitria, 2024). Free e-learning platforms like Google Classroom may be more advantageous for developing countries, while the BB Learning Management System (LMS) tends to be more effective in developed countries. These research findings could be valuable for language learners and assist teachers and policymakers in creating e-learning environments that support the learning process both during and outside of global crises (Alharbi and Khalil, 2022).

Teacher training programs focused on reorienting educators using e-learning platforms can foster a more productive teaching and learning environment in technology-enhanced classrooms. Our study highlights that a blended approach, combining virtual platforms with traditional face-to-face teaching, is particularly relevant in the EFL context (Mathew et al., 2019). There is a need to enhance teachers' ability to effectively choose e-learning tools for designing course materials and content, considering cultural context, the learners' capabilities, and the course objectives. The discussion also covers the importance of developing e-

language learners' skills, which significantly impacts the overall learning process (Parvin, 2020).

This qualitative study offers significant insights into learners' and instructors' perceptions and interactions using e-learning platforms for English language training. Although learners value the flexibility, multimedia components, and gamification aspects, issues about self-regulation, speaking practice, and feedback persist. These findings indicate that platform designers and educators must prioritize facilitating learner autonomy (Sujarwo et al., 2024), enhancing interactive speaking capabilities, and providing more personalized and timely feedback. Mitigating technological obstacles and implementing inclusive design can augment the efficacy of these platforms in many educational settings (Jan, 2015).

Although students found the written feedback from teachers helpful, some expressed a desire for more personalized and interactive feedback, such as audio or video, to better grasp their progress. The study also uncovered technical issues and challenges with navigating platform features, which occasionally affected students' engagement and performance. Additionally, motivation and self-discipline emerged as concerns, as the lack of direct oversight in the e-learning environment made it easy for students to procrastinate.

4.4 Conclusion

The interviews highlighted both the advantages and challenges of using e-learning platforms for English language learning. Students valued the platforms' flexibility and accessibility, especially in enhancing their reading, writing,

and listening skills. The option to revisit materials at their own pace promoted independence and improved self-regulated Learning. While e-learning platforms offer valuable tools for certain aspects of language learning, particularly in reading and writing, there is a need for improvements in interactive elements to support the development of speaking skills. Providing more personalized feedback and addressing motivational challenges could enhance the effectiveness of these platforms in blended learning environments.

However, several limitations were noted, particularly with regard to speaking skills, where the absence of real-time interaction and limited opportunities for oral practice were significant obstacles.

Future studies might explore integrating more interactive and communicative features to foster real-time engagement, ensuring a more holistic approach to language development across all skill areas.

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CHAPTER 5

MOBILE TECHNOLOGIES AND APPS FOR ENGLISH LEARNING

By Muliaty Ibrahim

5.1 Introduction

5.1.1 Mobile Technology Revolution in Language Learning

Before technology, language learning took place through direct methods that relied on face-to-face interaction between teachers and students. English grammar and translation methods focused more on learning language structures and translating texts. In the 20th century, audio tape recorders began to be used in language teaching. Audio helped students hear the native voices of native speakers of the language being studied—audio-lingual language teaching systems developed by relying on drilling and repetition methods to form correct language habits. The use of language laboratories in schools also became popular. Computer-based language learning (CALL) began to develop. The first educational software created to help language learners usually included grammar and vocabulary exercises (Levy, 2009). In the 1990s – 2000s, the emergence of 1) the internet in the 1990s brought major changes in language learning that allowed learners to access unlimited learning resources, 2) language learning websites, email, and discussion forums

facilitated collaborative and cooperative learning so that they could speak with native speakers in real-time, 3) language learning became more interactive with platforms such as Duolingo and BBC Learning English that provided free materials.

Mobile technology has brought about major changes in various aspects of human life, including education (Godwin-Jones, 2011). One area of education that has felt a significant impact from the development of mobile technology is language learning, especially English. Using mobile devices in learning often referred to as "mobile learning" or m-learning, allows students to learn anywhere and anytime. It provides unprecedented flexibility, especially for learners who are outside the formal classroom or who have limited time.

Along with the shift in the paradigm of language learning from traditional to digital, it has changed significantly. English learning is no longer limited to physical classrooms or printed books. Students can learn anytime, anywhere, and in a way that suits their preferences. By using language learning applications available on mobile devices, they can practice listening, reading, writing, and speaking, as well as expand their vocabulary in a more interactive and fun way. Mobile-based learning allows students to learn independently, which means they can progress according to their own pace and needs, without having to rely on the schedule set by educational institutions.

(Preference, 2023)The advantages of mobile technology provide several main advantages that can be an ideal choice for learning English as follows:

Accessibility

Accessibility is one of the biggest advantages of mobile technology is its accessibility. Almost everyone in the world today has access to a mobile device, such as a smartphone or tablet. According to a report from the GSMA (Global System for Mobile Communications), in 2020, more than 5 billion people worldwide use mobile phones. Many of these devices are connected to the internet, allowing users to access a variety of English learning applications and content anytime and anywhere. Unlike traditional learning methods that require physical presence in class or the purchase of expensive textbooks, mobile technology allows students to learn with minimal capital, simply by having access to a mobile device and an internet connection.

Interaction and Communication

Interaction and communication Language learning apps available on mobile devices usually have a stronger interactive element compared to traditional textbooks or other teaching methods. By using gamification, speaking exercises, interactive quizzes, and other features, these apps can make the learning process more fun and engaging for students. Gamification, for example, encourages students to complete learning tasks by giving them rewards in the form of points, badges, or levels, which makes them more motivated to learn. In addition, some apps even use speech recognition technology to help students practice their speaking skills in real time, giving them immediate feedback on their pronunciation.

Flexibility

Flexibility is Learning English through mobile technology that allows students to learn when and where it suits them best. They do not have to be tied to a strict class schedule to be present in a physical classroom. Language learning apps are often designed to offer modules or units of study that can be completed in short bursts, so students can study when they have a little free time, such as while waiting on public transportation or during work breaks.

Personalized Learning

Personalized learning is mobile apps that use artificial intelligence (AI) technology to personalize the learning experience for students and teachers. Based on initial assessments or quizzes completed by students and teachers, the app can tailor the learning material provided to meet individual needs. For example, if a student tends to struggle with certain vocabulary words, the app might add more practice that focuses on those words. This personalization makes the learning process more efficient and effective, as students can focus on areas that need improvement without having to waste time on material they have already mastered.

5.1.2 The Evolution of Mobile Language Learning Apps

The use of mobile applications in English learning has experienced rapid development since the first appearance of mobile devices and smartphones. Initially, the existing applications were more static, offering vocabulary or grammar exercises in a very simple format, similar to a digital textbook. However, as technology advances and the computing power of mobile devices increases, these

applications have become more sophisticated and multifunctional.

The First Generation of Language Apps

The first generation of mobile English learning apps typically provided only basic exercises that allowed users to learn vocabulary and grammar in quiz or flashcard format. These apps were less interactive and usually did not include adequate feedback. However, these apps have paved the way for more dynamic and interactive learning methods in the future.

Modern Apps and Advanced Features

Today, English learning apps have come a long way, offering advanced features that focus not only on vocabulary and grammar, but also on listening, speaking, reading, and writing skills. Apps like Duolingo, Memrise, Babbel, and Hello Talk provide interactive exercises designed to mimic real-world communication situations. Some apps even use technology like speech recognition to provide immediate feedback on a user's pronunciation, while others leverage a global community to connect learners with native speakers in real-time conversations.

Gamification in Language Learning

One of the most interesting elements of modern language learning apps is the use of gamification. Gamification, the application of game elements in non-game contexts, is very effective in increasing student motivation and making learning more engaging. Using points, badges, challenges, and levels, these apps create a competitive yet fun learning environment, encouraging students to keep trying and improving their skills. Duolingo, for example, is one of the most well-known apps for its gamification approach, where

users can reach different “levels” of learning and earn rewards for completing certain challenges.

Using Artificial Intelligence (AI) to Personalize Learning

As language learning apps grow in popularity, artificial intelligence (AI) technology is also being applied to create more personalized and responsive learning experiences. AI allows apps to tailor learning materials based on the user’s performance. For example, if the learners are struggling with a particular aspect of learning, such as pronouncing the words or tricky grammar, the app can provide more exercises that focus on those weaknesses, ensuring that the user can learn at their own pace and according to their needs.

5.1.3 Mobile Technologies in English Language Learning

Mobile technologies have revolutionized the way languages are learned, especially English. With the advent of mobile applications and platforms, language learning has become more flexible, affordable, and accessible anytime and anywhere. Learners can use these applications to practice their listening, reading, speaking, and writing skills, as well as learn vocabulary and grammar (Johnson, 2022; Smith & Wang, 2021).

Practicing Vocabulary and Grammar with Interactive Exercises

Many apps initially focused on vocabulary acquisition, but now they include more in-depth grammar exercises (Lee, 2020). Duolingo, for instance, uses gamification to make vocabulary and grammar learning enjoyable and interactive (Garcia, 2019). Each lesson is divided into small levels where users answer multiple-choice questions, match words, or complete missing parts of sentences. This approach actively engages users in the learning process, making it easier to retain vocabulary and grammar rules. Many learners struggle

with memorizing vocabulary and mastering grammar in traditional settings, which often rely on rote learning and repetitive drills. Advanced language apps have made this process more engaging by using gamification techniques that turn vocabulary and grammar acquisition into a rewarding experience. Apps like **Duolingo** break lessons down into short, manageable levels, allowing users to progress step-by-step and immediately see their progress, which motivates continued learning. Each level is designed to build upon the last, reinforcing memory through spaced repetition. The learners on Duolingo might be introduced to a new set of vocabulary related to travel, like “airport,” “luggage,” and “boarding pass.” In subsequent levels, they are asked to match these terms with images, choose correct translations, and eventually use these words in short phrases. The app might also introduce grammar rules alongside vocabulary, like how to form the past tense, ensuring that users not only learn new words but understand how to use them grammatically.

Developing Listening and Speaking Skills

Listening and speaking are crucial elements in language learning, yet they are often challenging to master with only written or passive audio lessons (Brown, 2021). Many apps, like Babbel and Duolingo, now incorporate high-quality audio components that help users listen to correct pronunciation by native speakers (Johnson & Li, 2021). Some apps use speech recognition technology to detect whether users pronounce words correctly, providing instant feedback (Kholis, 2021). Listening and speaking are essential for real-world communication, yet they can be the most challenging skills to develop, especially for independent learners. Language apps address this by providing high-quality audio that mimics real conversational language. Apps like **Babbel** and **Memrise**

include audio clips spoken by native speakers, which help users familiarize themselves with authentic pronunciation, intonation, and rhythm of spoken English. Additionally, apps integrate **speech recognition technology**, crucial for pronunciation practice. This technology analyzes users' spoken input and provides feedback, showing users which sounds they need to improve. Instant feedback allows learners to immediately correct mistakes, which was difficult to achieve outside of one-on-one tutoring before mobile apps. For Example: Babbel might ask a user to listen to a dialogue between two native speakers ordering food at a restaurant. After listening, the user would repeat parts of the conversation, with the app's speech recognition feature analyzing their pronunciation and giving them tips on which sounds or words need refinement.

Reading and Writing Practice with Customized Content

Apps like Memrise and Duolingo offer reading exercises that integrate vocabulary and grammar(Vitor et al., n.d.). These exercises typically include simple sentences or short paragraphs containing newly learned vocabulary. Users are then prompted to answer questions about the text or form sentences correctly. Reading and writing are fundamental skills for language fluency, and many apps now offer targeted exercises that allow learners to practice these skills in context. Apps like **Memrise** and **Duolingo** incorporate reading exercises where users are exposed to sentences or short paragraphs using vocabulary and grammar they've previously learned. This repetition in varied contexts helps reinforce learning and ensures users can understand and utilize language structures as they appear in real life. Writing exercises are similarly structured. Some apps provide guided writing tasks or fill-in-the-blank sentences that ask learners

to use specific vocabulary or grammatical structures, which helps develop their ability to form sentences and paragraphs. Writing in English requires learners to think actively about grammar, vocabulary, and sentence structure, all of which are integral to fluency. For Examples: In Memrise, a user learning about daily activities might read a short paragraph describing a person's morning routine. After reading, they answer questions to confirm their comprehension. For writing practice, they might be prompted to write their own short paragraph describing their routine, using newly learned vocabulary like "brush," "breakfast," and "shower."

Using Speech Recognition Technology for Pronunciation Feedback

Speech recognition technology enables apps to analyze users' pronunciation and provide instant feedback on their accuracy (Assisted et al., 2021). This feature helps users hone their speaking skills and build confidence in speaking English. Pronunciation is one of the hardest skills to improve without real-time feedback, and speech recognition technology has been a game-changer in this area. Apps like **Babbel** and **Duolingo** use algorithms to compare the user's pronunciation to native speaker benchmarks. This feature isn't just about identifying errors; it also helps users understand phonetic nuances, such as intonation and stress patterns, which are essential for clear and accurate communication in English.

By focusing on micro-elements of pronunciation (individual sounds, syllable stress, etc.), speech recognition technology allows learners to practice independently and build confidence. This skill translates directly into real-world settings, where accurate pronunciation can enhance clarity and understanding in conversations. For example: If the

learners on Babbel is practicing the phrase “I would like a coffee,” they may receive feedback if their pronunciation of “coffee” lacks the correct stress on the first syllable. The app will prompt them to repeat it until the pronunciation matches a native speaker model, helping users build correct pronunciation habits.

Interaction with Native Speakers through a Global Community

One major advantage of modern apps is the feature that allows direct interaction with native speakers (Godwin-Jones, 2021). Apps like HelloTalk enable users to communicate with people whose native language is the one they want to learn. Users can exchange text, voice messages, or even make video calls to practice English in real-time. Interaction with native speakers is a highly effective way to improve language skills. Apps like **HelloTalk** provide a social learning platform where users can connect with native speakers for real-time practice. These communities facilitate language exchange, allowing users to practice in an informal, conversational context that feels closer to real life. Users can communicate via text, voice messages, or video calls, allowing for flexibility and immersive practice (Begay, 2013). This type of interaction encourages learners to use vocabulary and grammar in more fluid and dynamic ways than structured lessons. It also exposes learners to slang, idiomatic expressions, and cultural context, which are often missing from formal language instruction. For example: On HelloTalk, a Japanese learner of English can connect with an American native English speaker who is learning Japanese. They exchange messages, voice notes, and possibly even set up a video call. This interaction allows the English learner to ask questions about common expressions, practice conversational skills, and receive corrections from their language partner in real-time.

Real-World Communication Situations Practice

These apps often offer exercises that simulate real-world communication scenarios, such as restaurant conversations, business dialogues, or travel interactions (Bryen, 2014). This approach prepares users to use English in real-life situations. Many language learners find it challenging to apply what they've learned in real-world settings, where language use can be unpredictable and dynamic. Advanced language apps help bridge this gap by simulating practical situations, such as ordering food, asking for directions, or booking a hotel. Apps like **Babbel** and **Memrise** create scenarios based on real-world situations, allowing users to practice the vocabulary, phrases, and grammar they would use in such contexts. These situational exercises go beyond theoretical knowledge, preparing learners to use English spontaneously and confidently in everyday situations. Practicing in realistic contexts helps reinforce vocabulary and grammar in ways that feel immediately useful, reducing the anxiety learners might feel when speaking English in real life. For Example: Babbel might offer a module specifically on travel, where a user practices phrases like "Where is the nearest subway station?" or "How much does this cost?" These phrases are contextualized in role-play exercises, allowing learners to simulate a conversation with a hotel receptionist or a shop clerk, building both language skills and confidence.

5.2 Mobile Technologies in English Language Learning

Mobile technologies refer to the hardware and software used in mobile learning, including smartphones, tablets, and applications specifically designed for language learning

(Hartley & Andújar, 2022). Key features of mobile technologies for English language learning:

Flexible Access

Learners can access materials anytime without time and place restrictions. Flexible access allows students to learn anytime and anywhere according to their needs. This feature is very helpful for students who have busy schedules or time and place constraints. English learning applications on mobile devices are usually designed so that materials can be accessed quickly and easily. An example is the use of Duolingo; students and teachers can access short lessons that only take 5-10 minutes, making it easy to integrate into daily activities.

Interactivity

Interactivity in mobile applications makes the learning process more interesting and dynamic. Mobile applications often use features such as quizzes, games, speaking exercises with speech recognition technology, and even discussions with the community. This interaction helps students become more involved in learning and improves information retention. An example is 1) Memrise: This application provides an interactive learning experience through word games, videos from native speakers, and speaking practice challenges. Memrise uses an image and video-based approach, which makes vocabulary easier to remember. 2) Hello Talk: Students can have live conversations with native speakers in the language they want to learn. In addition to chatting, they can send voice messages, share photos, and make interactive grammar and pronunciation corrections.

The Use of Multimedia

Multimedia-based learning involves the use of various forms of media, such as audio, video, and images. This helps in strengthening understanding and makes language learning

more contextual and realistic. Multimedia also makes it easier to explain complex concepts, such as the pronunciation of words or facial expressions when speaking. Examples include 1) *BBC Learning English*: This app uses short videos and audio clips to teach everyday phrases and conversational situations. Students can learn facial expressions and intonation from videos, which are difficult to learn from textbooks. 2) *Rosetta Stone*: Rosetta Stone uses images and audio to help learn vocabulary and phrases in context. This method teaches language without translation, so students can understand words based on direct association with images.

Personalized Learning

Mobile applications for language learning often have features that personalize content according to the user's needs, interests, or ability level. This allows students to learn effectively at a pace and difficulty level that suits them. Some applications use artificial intelligence (AI) to analyze student progress and adjust content or difficulty levels based on the results. Examples include 1) *Babbel*: Babbel provides lessons that can be customized to the specific needs of students. Each session begins with a short test to assess the user's ability level and tailor the lessons accordingly. 2) *Duolingo*: After a few practice sessions, Duolingo will adjust the type of questions or exercises based on the weaknesses seen in previous practice sessions, allowing the user to focus on areas that need improvement.

5.3 Popular Apps for English Learning

Here are some popular apps that can be used to help students learn English (Practice & Culture, 2024):

Duolingo

Duolingo is one of the most popular language-learning apps in the world. This app is designed for self-paced learning with a strong gamification approach, making the language learning process feel like playing a game. Each lesson in Duolingo consists of text-based, audio, and image-based exercises to practice vocabulary, grammar, listening, and speaking. The advantages of the Duolingo app are that it is easy to use, has many languages including English for learners from various mother tongues, fun and very interesting game-based learning because this element can motivate learners. The main features of Duolingo are: 1) Gamification: Duolingo uses a level system, rewards in the form of "lingots" (in-app currency), and achievements to motivate users to complete lessons every day. 2) Spaced Repetition: Lessons and vocabulary are often repeated at certain intervals to increase retention. 3) Interactive Practice: Learners are trained through sentence translation, choosing the correct answer, arranging words into sentences, and filling in missing parts of sentences.

Babbel

Babbel is a language learning app that focuses more on real-life conversation-based lessons and vocabulary relevant to everyday life. Compared to Duolingo, Babbel is more oriented towards adult learners who want to improve their communication skills in practical contexts. The main features of Babbel are 1) Conversation-Based Lessons: Each lesson is designed to simulate a real conversation, so users can learn phrases that are often used in everyday life. 2) Listening and

Speaking Practice: Babbel uses audio from native speakers so users can imitate the correct pronunciation. 3) Detailed Grammar and Explanations: The app provides more in-depth grammar explanations and provides example sentences to help students understand the context of use. 3) Personalized Learning: The app adjusts the content based on the user's ability level, making it more relevant and targeted.

Hello Talk

Hello Talk is a language exchange app that connects users with native speakers of the language they want to learn. In this app, users can learn English by talking directly to native speakers and, in turn, helping them learn another language. The main features available on Hello Talk are 1) Language Exchange: Learners can learn from each other with native speakers through text, voice messages, voice calls, and even video calls. 2) Correction Feature: Hello Talk provides a feature that allows learners to correct messages written by the other person, helping to improve grammar and pronunciation. 3) Translation and Pronunciation Conversion: Learners can use the translation feature, and hear the correct pronunciation of a particular word or phrase. 4) Learning Community: Learners can join language learning groups or forums to share tips, talk, and expand cultural insights.

Memrise

Memrise is a language learning app that focuses on vocabulary and phrases through the method called “spaced repetition.” Memrise uses community-generated content, such as videos from native speakers, to help learners understand the pronunciation and usage of words in real life. The main features available on Memrise are: 1) Native Videos: Users can watch videos from native English speakers to see the context and authentic pronunciation of vocabulary or

phrases. 2) Spaced Repetition: This system ensures that users remember words or phrases in the long term by repeating them at certain intervals. 3) Gamification: Memrise offers a fun learning experience with challenges, levels, and scores that motivate users to keep practicing. 4) Offline Mode: Users can download courses and study them offline, making it easy to learn anywhere and anytime.

Quizlet

Quizlet is an application designed for flashcard learning. This application is suitable for learning English, especially in memorizing vocabulary, phrases, or grammar structures. Learners can create their own flashcard sets or use sets that have been created by other learners. The main features available on Quizlet are 1) Flashcards: learners can create interactive flashcards to learn vocabulary and phrases more easily. 2) Spaced Repetition: Just like Memrise, Quizlet uses a scheduled repetition system to help remember information in the long term. 3) Game Practice: This application offers various game modes, such as "Match" and "Gravity," which make the learning process more fun. 4) Visual and Audio Learning Mode: Users can see the text and hear the pronunciation to help reinforce learning visually and auditorily.

Busuu

Busuu is a language learning app that offers comprehensive English lessons, from beginner to advanced. The app provides a variety of lesson topics based on everyday situations with a practical learning approach. The main features available on the Busuu app are; 1) Listening and Speaking Practice: Each lesson focuses on practical conversations that are often encountered in everyday life. Busuu also has speech recognition technology for

pronunciation practice. 2) Community Correction Feature: Learners can submit their written exercises to be corrected by native-speaking community members. 3) Language Certification: Busuu has partnered with McGraw-Hill Education to provide certificates to users who complete certain levels. 4) Offline Lessons: Users can download lessons and access them anytime without the internet.

5.4 Advantages of Mobile Technologies in English Learning

Advantages of Mobile Technologies in English learning that change the way students learn and practice language skills (Shaheen et al., 2024). Here are the advantages of mobile technologies as follows;

Flexible Access and Independent Learning

Mobile technologies allow students to learn anytime and anywhere, which provides tremendous flexibility. This is very beneficial for students with busy schedules or those who prefer to learn independently. The use of mobile devices allows students to learn at their own time and pace without the constraints of space or time. Example: Students can use their free time, such as while on public transportation while waiting, to open English learning applications such as Duolingo or Babbel for short vocabulary or grammar exercises. They can also download content from applications such as Busuu to study offline. Flexible access allows for more consistent and sustainable learning, as students can study at times that are more efficient and fit their routines.

Interactivity and Active Engagement

Mobile apps are designed to engage students through interactive exercises, such as games, quizzes, and speaking exercises. These interactive features encourage students to be active in the learning process and increase their engagement. This active engagement has a positive effect on students' retention and motivation. For example, apps like Memrise use vocabulary games with an interactive image- and video-based approach, as well as word recall challenges with the spaced repetition method. Duolingo has various levels and challenges, making students want to keep practicing and reach the next level. For example, apps like Memrise use vocabulary games with an interactive image- and video-based approach, as well as word recall challenges with the spaced repetition method. Duolingo, with its various levels and challenges, makes students want to keep practicing and reach the next level. Interactivity increases students' motivation, making them practice more often, which leads to better language comprehension.

Multimedia-Based Learning

Mobile technology provides a rich learning experience through a combination of visual, audio, and textual media. This is particularly effective for language learning, as students can hear word pronunciations, observe facial expressions, and even watch conversations. Multimedia makes lessons more realistic and helps students grasp the nuances and contexts of English usage. For Example Apps like BBC Learning English use short videos and audio clips to teach everyday conversations, new vocabulary, and language use in specific social contexts. Rosetta Stone employs image and sounds to help students understand language without direct translation. Multimedia-based learning enhances students' understanding, making it more contextual and aiding in the

formation of visual and auditory associations that improve memory retention.

Gamification and Learning Motivation

Many mobile applications for learning English use gamification elements, such as points, levels, achievement badges, and daily challenges. Gamification provides additional incentives that make learning more fun and challenging. With gamification, students are more motivated to achieve learning targets, increase the frequency of practice, and ultimately accelerate the learning process. Example: Duolingo uses various gamification elements such as “streaks” or consecutive study days, badges, and points that can be earned when users complete an exercise. This encourages users to continue practicing to maintain their achievements. Gamification provides additional motivation, which is important for building a daily study habit, and helps students feel more satisfied with their progress.

Collaboration and Social Interaction

Some mobile applications provide opportunities to interact and collaborate with native speakers or other students. This interaction makes it easier for students to learn the language in a real context and culture that is attached to the language. Collaboration through these mobile platforms includes language exchange, grammar correction, conversations, and cultural exchanges that help students learn the language more holistically. For example, Hello Talk and Speaky are applications that allow users to have live conversations with native speakers or fellow learners. Users can send texts, voice messages, or even make video calls. So, they can practice speaking and listening in a natural context. This feature is very helpful in developing speaking and

listening skills, as well as cultural understanding, which are very important in foreign language communication.

Personalized Learning

Many mobile apps use AI (artificial intelligence) technology to adapt the material to an individual's progress and needs. This allows students to have a personalized learning experience that is tailored to their ability level, making learning more effective and relevant. Personalization features provide challenges that are tailored to the student's ability level, as well as focusing on areas that need improvement. Examples: Babbel and Duolingo use this personalization system, where users are given lessons based on their weaknesses or level of difficulty. Babbel even offers a short test at the beginning so that the material can be tailored to the user's needs. With personalization, students can learn at a pace that is comfortable for them, and focus more on areas that need improvement without feeling overwhelmed or under-challenged.

Continuous Learning Through Microlearning

Mobile applications support the microlearning method or learning in small portions, which makes it easier for students to absorb information gradually and continuously. This continuous learning helps students to easily build daily learning habits, making it more effective than intensive learning in a short time. Example: Duolingo offers short learning sessions that only require 5-10 minutes per lesson, allowing students to learn in a short time routinely every day. Busuu also has short lessons that can be completed quickly. Microlearning allows consistent learning without taking too long, making it easier to integrate into students' daily routines.

Offline Learning

Not all learners have stable internet access for this offline learning, especially in remote areas. Some mobile applications allow students to download learning content so that it can be accessed offline. This makes learning more inclusive and makes it easier for students to learn even if they are in an area without internet access. Example: Applications such as Memrise and Busuu allow users to download their courses and access them offline. This is very helpful for students who live in areas without internet access or those who want to learn while traveling. Offline features provide wider access for students in various locations and allow them to learn flexibly.

5.5 Application Usage Strategy for Success in English Learning

The strategy of using applications for English learning is very important to ensure that mobile technology can be used optimally to improve students' language skills (Halim et al., 2024). For the use of applications to provide optimal results, students and teachers need to plan and implement several strategies. The following are strategies for using applications as follows;

Determining Learning Objectives

Before starting to learn using the application, first set clear learning objectives. By knowing specific goals, such as improving speaking skills, expanding vocabulary, or learning grammar, students can choose applications that suit their needs. This goal helps students stay focused and motivated. Example: If the main goal is to improve speaking skills, then applications such as HelloTalk or Duolingo which provide live

conversation features with native speakers are more appropriate to use than applications that focus more on learning grammar such as Babbel. Set a regular study schedule. Consistency is the key to success in language learning. Setting clear learning objectives allows students to choose the right application, avoid confusion, and maximize learning outcomes.

Take advantage of interactive features.

Mobile apps make it easy to learn anytime, anywhere, but for learning to be effective, users must use the app regularly. Students are advised to set a daily study time, even if it is only a few minutes at a time. For example, students can set a 10–15-minute study session every day using an app like Duolingo or Memrise. This way, they can practice vocabulary, listen to conversations, or complete grammar exercises regularly. Gamification can increase motivation and make learning more fun. It also encourages students to study regularly and achieve their goals through fun and achievement-based elements.

Using Audio and Visual Content-Based Learning.

Using content-based learning to improve listening and speaking skills, students must actively engage with audio and visual content. Many mobile applications offer audio clips or conversations that can help learners understand correct pronunciation, intonation, and sentence structure in English. Examples: Applications such as BBC Learning English, Rosetta Stone, and Memrise provide videos and audio recordings that allow learners to hear correct pronunciation and see language use in everyday contexts. Audio and visual-based learning is very effective in developing listening and speaking skills and helping learners understand how to use the language.

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CHAPTER 6

DIGITAL TOOLS FOR ENHANCING ENGLISH LANGUAGE SKILLS

By Didin Nuruddin Hidayat

Technology integration in language learning has increased quickly, leading to a huge transformation in language learning methods. Rapid changes are inevitable, and teachers nowadays are not suggested to implement translation methods while teaching English.

Digital technology such as mobile applications, internet platforms, and Learning Management Systems to enhance students' language skills is considered common in education. This digital technology provides teachers with exercises, real-time feedback, and personalized learning patterns that fit each student's preferences. Complete features are designed to support students in engaging with language skills at their own pace and following their learning style.

The digital tools not only contribute to following students' pace but also contribute to the enhancement of language competencies, vocabulary, grammar, reading, writing, listening, and speaking skills. The utilization of gamification features and fostering social interaction, student engagement, and motivation can be increased. A deep understanding of the possibilities and challenges of digital

technologies in language learning is seen as one of the vital aspects of teaching methods.

When it comes to English, of course, several countries consider it a language acquisition that is integrated with the advances in technology. Along the way conventional methods in language learning, often characterized by face-to-face teaching and textbook based exercises, are now omitted to use by the teachers, and it was replaced with electronic source instead.

6.1 The Role of Digital Tools in Language Learning

A notable shift has occurred in the realm of language acquisition due to advancements in technology. In the journey of acquiring proficiency in English, conventional methods, often characterised by face-to-face teaching and textbook-driven exercises, are increasingly being enhanced or supplanted by digital tools. These tools, encompassing speech recognition software, internet platforms, mobile applications, and learning management systems, provide students with the opportunity to engage with English learning in a more flexible, personalised, and engaging manner. This literature review aims to explore the various digital tools accessible for enhancing English language proficiency. Particular emphasis is placed on the utility of these tools in fostering fundamental linguistic competencies, including listening, speaking, reading, and writing. The challenges encountered in the integration and application of these technologies within the realm of language acquisition are also duly acknowledged.

Digital tools in language learning serve a variety of purposes: they provide learners with real-time feedback, create interactive environments, and offer access to authentic

content. According to Felcida and Parameswaran (2024), the use of technology in language learning not only enhances learners' engagement but also enables more individualized learning experiences. Learners can tailor their study schedules, review specific language components, and use tools that address their unique needs. The technology-driven approach contrasts with traditional methods, which tend to follow a one-size-fits-all model. Sagita (2024) emphasizes that digital tools are not simply supplementary; they have the potential to transform the learning process by offering opportunities for communication, practice, and immersion that may not be available through traditional learning environments.

Furthermore, digital tools provide learners with the ability to interact with native speakers and access vast amounts of language data. According to Snyder (2019), digital tools have significant benefits for the development of listening and speaking skills, especially through tools that simulate real-life communication scenarios. The flexibility and immediacy provided by digital tools enable learners to practice English language skills whenever and wherever they choose, breaking down geographical and time barriers (Jabborova 2024; Suryani et al. 2024).

6.2 Types of Digital Tools for Language Learning

The enhancement of digital technology has greatly expanded the options available for language learners. Digital tools, ranging from mobile applications to web-based platforms, have transformed traditional language learning methods, offering learners new ways to practice, acquire, and refine their language skills. These tools are particularly

valuable for language learning as they provide flexibility, access to authentic language use, real-time feedback, and opportunities for interaction with native speakers (Mariana, Purwana & Novianti 2023). This literature review explores the various types of digital tools used in language learning, categorizing them into mobile applications, online learning platforms, speech recognition tools, language exchange platforms, and digital resources for reading, listening, and writing.

6.2.1 Mobile Applications

The rise of mobile apps has revolutionized language learning by providing learners with convenient, on-the-go access to a variety of language learning activities. Apps such as Duolingo, Babbel, Memrise, and HelloTalk have become some of the most popular resources for language learners. These apps often feature gamified elements, such as levels, points, and badges, which increase motivation and engagement (Vardhini 2023; Indriani, Muth'im & Febriyanti 2024a). Duolingo, for instance, uses a game-like format that rewards learners with points and levels for completing tasks, such as vocabulary drills and grammar exercises, making language learning enjoyable and motivating. Research by Pongen (2024) highlights the effectiveness of Duolingo in improving English language learners' vocabulary and grammar skills. These applications often integrate a variety of language tasks—such as vocabulary practice, grammar exercises, and short dialogues—that address different aspects of language learning. Jameer (2024) argues that mobile learning applications offer the potential for increased engagement in language learning by providing learners with tools that they can use in real-world contexts, further enhancing vocabulary acquisition and recall.

Duolingo is one of the most widely used language learning apps, known for its gamified structure that rewards users with points and levels as they progress through language exercises. According to Indriani, Muth'im and Febriyanti (2024b), Duolingo is particularly effective in promoting vocabulary and grammar acquisition. The app features exercises that focus on translating sentences, completing dialogues, and matching words with their meanings, which helps reinforce new vocabulary.

Babbel and Memrise: Babbel and Memrise are apps that focus on teaching vocabulary and grammar in context. Babbel, for instance, uses real-life conversational scenarios, while Memrise incorporates spaced repetition to help learners retain new words and phrases (Fakhrudin & Larasaty, 2024). A study by Suryani et al. (2024) suggest that these apps enhance vocabulary retention by integrating new words into everyday contexts, making learning more meaningful.

HelloTalk is a social language exchange app that connects language learners with native speakers. Through text, voice messages, and video calls, learners can practice speaking and writing in a conversational format. Research by Sagita (2024) highlights the effectiveness of language exchange apps in improving speaking fluency, as learners are exposed to authentic conversational English.

Mobile apps are beneficial for their flexibility, accessibility, and ability to provide bite-sized lessons that learners can incorporate into their daily routines. However, the effectiveness of these apps depends on the learner's commitment and consistency (Kitchenham et al. 2010). Despite their popularity, mobile apps may not always provide the depth of learning required for advanced proficiency.

6.2.2 Online Learning Platforms and Learning Management Systems (LMS)

Learning management systems such as Moodle, Edmodo, and Google Classroom have become essential tools for language teachers, offering a centralized platform for managing content, assessments, and communication with students. These platforms enable teachers to share instructional materials, assign quizzes, and track learners' progress. According to Putra et al. (2022), online platforms allow for asynchronous learning, where learners can engage with content at their own pace, which is particularly beneficial for busy learners with irregular schedules.

Additionally, these platforms foster collaboration and communication among learners through discussion forums, group activities, and peer feedback. For example, in Google Classroom, students can share writing tasks, engage in group projects, and receive feedback from peers or instructors. Such collaborative tasks promote the development of both receptive (reading and listening) and productive (writing and speaking) language skills. Research by Munandar et al. (2021) suggests that using online platforms allows learners to engage with diverse types of media, such as videos, podcasts, and articles, which expand their exposure to authentic English usage and context.

Moodle is an open-source platform widely used for educational purposes. It allows educators to create courses that include interactive lessons, quizzes, discussion forums, and assignments. As a result, it offers a rich and varied learning experience that supports multiple language skills (Pongen 2024). Moodle is particularly beneficial for developing reading, writing, and grammar skills because it facilitates content creation, feedback, and assessment.

Google Classroom has gained traction for its ability to integrate with other Google tools (e.g., Google Docs, Google Slides). This platform allows for easy assignment distribution, collaboration, and real-time feedback. A study by Khatimah (2023) indicate that Google Classroom can be an effective tool for language learners because it supports various media, including text, audio, and video, enabling learners to practice all aspects of language learning.

Edmodo is another LMS that emphasizes communication between instructors and students through a social networking format. It allows teachers to share resources, create assignments, and facilitate discussions. According to Vardhini (2023), Edmodo's interactive features, such as polls, quizzes, and assignment submissions, promote active engagement in language learning.

These platforms provide a more structured and systematic approach to language learning compared to mobile apps. They allow for personalized learning experiences through the tracking of progress and individual feedback. However, the success of these platforms depends on the learners' motivation and self-discipline, particularly in asynchronous settings.

6.2.3 Interactive Websites and Online Resources (LMS)

A wide range of websites provides learners with interactive and authentic content that can enhance their reading, listening, and comprehension skills. Websites such as BBC Learning English, FluentU, and TED-Ed are designed to expose learners to real-life language use through news articles, interviews, podcasts, and educational videos. These platforms are particularly beneficial for listening and reading comprehension, as they offer learners opportunities to

practice with materials that reflect current events and real-world contexts (Indriani et al. 2024a).

The use video-based content such as music videos, movie trailers, and news reports to help learners learn vocabulary and expressions in context. According to a study by Vardhini (2023), exposure to authentic language, as seen on platforms like FluentU, contributes significantly to the development of listening comprehension, as learners are able to hear a variety of accents and speech patterns in authentic settings. The benefit of using real-life contexts for learning is particularly evident in the improvement of vocabulary acquisition, as learners can see how words are used in different social, cultural, and situational contexts.

6.2.4 Speech Recognition Tools

One of the most innovative digital tools for language learners is speech recognition software. Tools such as Google's Speech-to-Text, Rosetta Stone, and other language learning apps with integrated speech recognition technology help learners improve their speaking and pronunciation skills. According to Suryani et al. (2024), speech recognition tools provide immediate feedback on pronunciation and fluency, helping learners fine-tune their speaking skills.

Studies have shown that the use of speech recognition technology encourages learners to practice speaking English regularly, while also helping them identify and correct pronunciation errors (Sundqvist, 2016). Moreover, tools that incorporate automatic feedback help learners feel more confident in their speaking abilities, as they can practice without the fear of judgment from a human instructor. Speech recognition also enhances learners' ability to produce

language in real-time, simulating a conversational environment (Vandergrift 2013).

Rosetta Stone is one of the oldest and most well-known language learning platforms that uses speech recognition to help learners improve their speaking skills. According to Hegelheimer (2006), Rosetta Stone's speech recognition technology provides real-time feedback on pronunciation, allowing learners to repeat words and sentences until they reach the desired level of accuracy.

Google's voice recognition software allows learners to speak into their device and have their speech transcribed into text. This tool is particularly helpful for practicing pronunciation and fluency, as it evaluates learners' pronunciation against the standard language model (Vandergrift 2013).

Duolingo also incorporates speech recognition for its speaking exercises. The app asks learners to repeat sentences, and provides feedback on their pronunciation, helping learners identify areas of improvement. Speech recognition tools allow learners to practice speaking without the need for interaction with a human instructor, which is particularly valuable for shy or introverted learners.

However, a limitation is that these tools may not always fully capture the nuances of spoken language, especially with varying accents or speech patterns (Sundqvist 2016).

6.2.5 Language Exchange Platforms

Language exchange platforms provide opportunities for learners to practice speaking and writing with native speakers. These platforms connect language learners from

around the world, allowing them to exchange language skills through conversation, text, and multimedia messages.

Tandem is a language exchange app that connects learners with native speakers for real-time communication via text, voice, and video calls. The platform allows users to select the language they want to practice and pair with a partner who is fluent in that language. Research by Hegelheimer (2006) suggests that such exchanges help learners improve fluency and build confidence in speaking by engaging in real-world conversations.

Similar to Tandem, HelloTalk connects language learners with native speakers for conversation exchange. Users can send text messages, voice recordings, or even video messages to practice language skills in a relaxed, informal setting. According to Kukulska-Hulme (2012), platforms like HelloTalk foster cross-cultural communication and provide exposure to authentic language use.

These platforms are particularly beneficial for developing speaking skills, as learners interact directly with native speakers and engage in meaningful conversations. However, the quality of the learning experience depends on the effectiveness of the interaction and the learner's ability to navigate cross-cultural communication challenges (Felcida & Parameswaran 2024).

Digital tools for language learning encompass a wide range of resources, each offering unique features that contribute to different aspects of language acquisition. Mobile applications, online learning platforms, speech recognition tools, language exchange platforms, and digital resources for reading, writing, and listening all play vital roles in helping learners develop their English language skills Felcida and Parameswaran (2024). These tools offer flexibility,

accessibility, and personalized learning experiences that traditional methods may not provide. However, the success of these tools depends on the learner's motivation, consistency, and ability to navigate the digital learning environment Munn et al. (2018). Future research should focus on the integration of these tools into language curricula and explore ways to maximize their effectiveness in supporting language learning outcomes.

The advent of digital technology has significantly transformed English language learning. Digital tools offer a myriad of interactive and engaging resources that cater to various language skills (Sundar 2023). Vocabulary acquisition is enhanced through digital flashcards and language learning apps, while grammar proficiency is improved through interactive exercises and grammar correction tools. Reading comprehension is facilitated by digital reading platforms and e-books, allowing learners to access authentic English language texts (Mariana et al. 2023; Suryani et al. 2024). Digital writing tools, such as word processors and grammar checkers, support the writing process by providing feedback on sentence structure and style. Listening skills are developed through podcasts, audiobooks, and online videos, while speaking skills are honed through language exchange platforms and speech recognition software (Jabborova 2024). However, challenges such as digital literacy and equal access to technology must be addressed to maximize the benefits of these tools. By effectively integrating digital tools into language instruction, educators can create dynamic and personalized learning experiences that empower learners to achieve their English language goals.

6.3 Pedagogical Strategies for Implementing Digital Tools

The integration of digital tools into education has significantly transformed traditional pedagogical practices, offering educators innovative ways to enhance student engagement, foster collaboration, and personalize learning experiences. As digital technologies advance, it is essential for educators to adopt effective pedagogical strategies to leverage these tools and create meaningful learning environments. Blended learning, a model that combines face-to-face teaching with online components, has become a foundational strategy for incorporating digital tools. This approach allows educators to balance the strengths of both in-person and digital instruction, offering students more flexibility and personalized learning opportunities. According to research by (Munn et al. 2018; Sagita & Sagita 2024) blended learning improves student engagement and access to resources. By using learning management systems (LMS) such as Moodle or Blackboard, educators can distribute materials, track student progress, and offer timely feedback. However, implementing blended learning effectively requires instructors to design online content carefully and facilitate activities that complement face-to-face learning (Khatimah 2023; Jameer 2024).

Another effective pedagogical strategy is the flipped classroom, where traditional in-class instruction is replaced with out-of-class content delivery, often through digital media such as videos or online readings. Class time is then dedicated to more interactive, higher-order activities such as discussions or collaborative problem-solving (Vardhini 2023). This shift encourages active learning and deeper engagement with course material. Research by Sundar (2023)

indicates that flipped classrooms enhance student achievement and satisfaction, as students engage with content at their own pace before class. Teachers can use platforms like YouTube, Edpuzzle, and Google Classroom to deliver instructional content, while in-class activities can include group projects and collaborative tasks using digital tools like Google Docs and Jamboard. However, a significant challenge of this model is ensuring students remain self-motivated and manage their time effectively outside of class (O'Flaherty & Phillips 2015).

Gamification is another strategy that has gained attention for its ability to increase motivation and engagement by incorporating game-like elements such as points, badges, and leaderboards into the learning process. Deterding et al. (2011) define gamification as the use of game mechanics in non-game contexts, and studies have shown it can significantly boost student participation and enjoyment of learning. Platforms like Kahoot!, Quizizz, and Classcraft allow educators to create interactive quizzes, challenges, and competitions that make learning more engaging and enjoyable. However, while gamification can increase student motivation, it should be used carefully to avoid overshadowing the learning objectives with excessive focus on rewards or competition (Surendelegh et al. 2019).

Collaborative learning is another pedagogical strategy that can be enhanced through digital tools. Collaborative learning involves students working together to achieve common learning goals, and digital platforms facilitate communication, resource sharing, and real-time collaboration. According to Johnson and Johnson (1999), collaborative learning promotes critical thinking, improves communication skills, and deepens understanding of course

material. Digital tools such as Google Workspace (Docs, Sheets, Slides) and Microsoft Teams allow students to collaborate on group projects, share resources, and work on assignments remotely. However, effective collaborative learning requires strong communication skills from students, and educators must ensure that tasks are designed to encourage equal participation among all group members (Zhao et al. 2014).

In addition to these strategies, personalized learning has become an increasingly important focus in the digital age. Personalized learning tailors the educational experience to meet individual students' needs, interests, and learning styles. Digital tools enable educators to create adaptive learning environments that adjust based on student performance. Studies have shown that personalized learning improves student achievement by allowing learners to progress at their own pace and receive immediate feedback (Pane et al. 2015). Adaptive learning platforms like Khan Academy and Smart Sparrow offer personalized learning paths that adjust the difficulty level based on student progress. However, implementing personalized learning requires careful planning to ensure alignment with curricular goals, and teachers must monitor students' progress closely to provide appropriate support (Patrick et al. 2013).

Finally, digital assessment tools play a critical role in evaluating student learning in the digital age. Digital assessments provide immediate feedback and facilitate formative assessment practices that help educators monitor student progress in real-time. Platforms like Quizlet, Google Forms, and Turnitin are commonly used to create quizzes, peer reviews, and check for plagiarism. According to Jameer (2024), digital assessments support self-regulation and help

students identify areas for improvement. Educators can integrate digital assessments into their teaching by designing quizzes that provide instant feedback, track progress over time, and allow students to reflect on their performance. However, educators must ensure that these digital tools are accessible to all students, including those with limited internet access, and that the assessments are aligned with learning objectives (Sundar 2023; Indriani et al. 2024a).

In conclusion, the effective implementation of digital tools in education requires thoughtful pedagogical strategies that align with the diverse needs of students and the goals of the curriculum. Strategies such as blended learning, flipped classrooms, gamification, collaborative learning, personalized learning, and digital assessments offer various ways to enhance engagement, foster collaboration, and deepen learning. However, challenges such as digital equity, teacher preparedness, and balancing technology with pedagogy must be addressed to fully leverage the potential of digital tools in the classroom.

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CHAPTER 7

GAMIFICATION AND INTERACTIVE LEARNING FOR LANGUAGE LEARNERS

By Komilie Situmorang

7.1 Introduction

Language learning has been transformed by the digital era with many opportunities for technology-driven interaction approaches that have proved to foster immersion. The advances of technology in language learning education are marked by the vastness of its use in the classroom as a teaching method, teaching media, and learning evaluation (Situmorang et al., 2023). Today's new development creates another kind of learning environment for teachers and students of English, which needs to understand gamification in language learning and the interactive learning tools/technologies that are waiting to be explored. In this chapter, we will examine gamification and interactive language learning as motivation and engagement creation strategies in a more in-depth manner as relates to their major components, designs, advantages and disadvantages, case studies, leading practices and researchable gaps. The aim of this chapter is to show how these approaches can benefit language classrooms, making them more efficacious in the 21st century.

7.2 Understanding Gamification in Language

In language learning, gamification refers to the process of integrating game elements, including points, levels, and rewards, into an educational context aiming to enhance engagement and motivation. This process transforms traditional lessons into interactive experiences which motivate learners to take an active role in their language development.

7.2.1 Defining Gamification in Educational Context

1. Gamification uses game mechanics in non-game settings, thus making learning more engaging (Zhou and Wei, 2024).
2. Gamification in various language learning environments significantly enhances learner motivation and achievement, including in English and Arabic (Kharizmi et al., 2024; Rezi et al., 2024).
3. Competition, cooperation, and the freedom to make mistakes, which foster a dynamic learning atmosphere, are key elements to gamification (Infante-Paredes et al., 2024).

7.2.2 Theoretical Foundation of Gamification

1. Intrinsic motivation is emphasized in Self-determination theory, which suggests that gamification can enhance learners' autonomy and competence (Kharizmi et al., 2024).
2. Gamification is believed to create optimal learning experiences by balancing challenge and skill, leading to sustained engagement, as stated in the Flow Theory (Yyelland and Duisenova, 2024).

While gamification shows promise in enhancing motivation and engagement, potential drawbacks, such as overreliance on extrinsic rewards, which may undermine intrinsic motivation in the long term (Rezi et al., 2024), must be considered.

7.3 Key Elements of Gamification in Language Learning

Online language learning therefore employs the use of elements of games that help in influencing the learner's interaction. These aspects as points, badges, a list of achievements, progress bar provide engaging environment and helps learners to adopt language difficulties. Using such incentives as rewards and prompt feedback inculcate right responses into the learners hence acknowledging their progress and mastery. Also, a fair amount of competition drives cooperation because it creates a positive learning environment necessary for practicing speaking and working in teams. Finally, the use of narratives within language activities brings a good dose of comprehensible input into lessons and brings more fun to the learning process.

7.3.1 Game Mechanics and Dynamics

1. Mastery approaches incorporate points, badges, and leaderboards that motivate the learners to perform their tasks by offering visible incentives for accomplishments. Technology integrated within teaching and learning processes involves using game elements such as points and badges in language learning. Incentives and feedback increase motivation, while combined and integrated competition and cooperation enhance social learning outcomes.

Combining those two enhances context so that language learning is engaging and remains in one's mind.

2. A progress bar assists learners in understanding their position regarding the overall course, which in turn increases their engagement (Kovalenko and Baranivska, 2024). An example of gamification in language learning includes features such as a point system and badges; on the other hand, feedback enhances learning. Competition in cooperation increases productivity, and adding some narrative increases the level of interest and the context of the material being taught.

7.3.2 Effective Use of Rewards and Feedback

1. Infante-Paredes et al. (2024) find that immediate feedback reinforces correct answers and promotes a responsive learning environment in EFL classrooms. It enhances motivation through elements like cooperation, competition, and freedom to make mistakes. These mechanics also boost engagement, immediate feedback, and a supportive environment, which ultimately increase language learning outcomes.
2. Rezi et al. (2024), on the other hand, points out that timely rewards build confidence and motivation, leading to personalized learning. Further, the same study points out that the use of gamification in Arabic language learning proves to enhance student motivation and achievement through engaging mechanics such as badges, points, effective feedback, a balance of competition and collaboration, and the

incorporation of narratives to promote a meaningful learning experience.

7.3.3 Competition vs Collaboration

The sense of competition fires up active engagement, while a supportive community is fostered by collaboration (Infante-Paredes et al., 2024). Creating a balance between both engagement and collaboration is crucial in language learning because the interpersonal skills born within are vital (Zamahsari et al., 2023).

7.3.4. Creating a Narrative or Storyline

1. Creating storylines provides context for vocabulary and grammar, which results in retention and enjoyment (Kovalenko and Baranivska, 2024).
2. Providing an engaging narrative creates a more meaningful learning experience (Zamahsari et al., 2023).

However, it is worth noting that while gamification offers numerous benefits, it also has potential drawbacks. For example, an overemphasis on competition, which in turn may lead to anxiety among learners. We need to consider balancing both competitive and collaborative elements within the gamification to foster a positive learning environment.

7.4 Interactive Learning Tools and Techniques

The majority of the transformation in language education and language learning in the classroom exists through integrating interactive learning tools like gamification through emerging technologies. Duolingo,

Quizlet, and Kahoot are some of the many gamification platforms that offer competitive elements incorporating quizzes and point systems to incite learner motivation and engagement. These tools work in two ways: facilitating vocabulary and grammar acquisition and through interactive experiences promoting cultural understanding (Liu & Moeller, 2019; Kazhan and Karpiuk, 2023).

7.4.1 Popular Platforms and Apps for Language Gamification

1. Duolingo: a language learning app designed with a game-like experience to encourage daily practice incorporating levels, rewards, and streaks.
2. Quizlet: a language learning app with many flashcards and interactive games. This app aims to reinforce vocabulary and concepts.
3. Kahoot: A fun learning app designed to engage learners through competitive quizzes. The game can be played in real-time, creating a collaborative learning environment.

7.4.2 Emerging Technologies in Interactive Language Learning

1. Augmented Reality (AR) and Virtual Reality (VR) aim to create an immersed environment for language practice, which in turn allows learners to engage in realistic scenarios that enhance speaking skills (Alshumaimeri, 2023).
2. Artificial Intelligence (AI): an AI-driven tool that can personalize learning experiences by adapting to the needs and progress of individual learners.

7.4.3 Mobile Apps and Game Design Software

Unity and Scratch is the platform which enables educators to design their custom gamified content tailored to specific learning objectives. This app enhances the student's educational experience with interactive elements (Walaszczyk, 2023).

It is important to remember that these tools and technologies offer significant advantages in language learning, but we also need to be aware of the drawbacks. Some educators have expressed concerns, including the potential overreliance on digital platforms. This can somehow completely change traditional learning methods and influence interpersonal communication skills. It is crucial to consider the way to create a balance between technology and conventional teaching approaches, as both remain vital for comprehensive language learning.

7.5 Designing a Gamified Curriculum for Language Learning

Of course, to create a classroom incorporating gamification, we will need to design a gamified curriculum for language learning. Integration will involve putting game mechanics into lesson planning, creating clear objectives, and enhancing student-centered learning. This gamified curriculum will enhance engagement and support language learning education through structured and adaptive challenges.

1. Gamification Integration into Lesson Planning

Teachers can use game mechanics such as levels, badges, and leaderboards in lessons to promote engaging learning experiences. This class design integration will

motivate students and improve language proficiency as it escalates the intrinsic motivational aspects of games (Kovalenko and Baranivska, 2024; Zhou and Wei, 2024).

2. Setting Learning Objectives and Measuring Success

A clearly established learning outcome is essential to evaluate the effectiveness of gamified activities in the classroom. Having an effective assessment tool will ensure that gamified elements contribute to meaningful language learning, which aligns with pedagogical goals (Xiao, 2024; Zhou & Wei, 2024).

3. Student-centered Learning through Gamification

Students need to be encouraged to have full control of their learning, which fosters autonomy and self-directed learning. This approach will spark motivation and engagement as learners take responsibility for their progress (Wei et al., 2024).

4. Scaffolding and Adaptive Challenges

Classrooms also need to create challenges that challenge in gamified environments. This will cater to varying language abilities and ensure tasks remain appropriately challenging. Educators need to scaffold the students to help maintain their interest and prevent boredom or being overwhelmed (Yyell and Duisenova, 2024).

7.5 Benefits and Challenges of Gamification for Language Learners

Significant benefits and challenges are both presented by gamification as it is believed to create engagement, reduce anxiety, and foster a sense of achievement, which will make learning more enjoyable and effective. This approach will both motivate students and increase information retention

over time. However, it is worth remembering that challenges, such as over-reliance on gamification, technological barriers, and competitive dynamics, can sometimes impede learning outcomes. By Addressing this issue, educators can create maximum advantages for gamified environments.

7.6.1 Advantages of Gamified and Interactive Learning Environments

1. Increased Engagement is when gamification captures the learners' attention and participates in learning (Zhou and Wei, 2024).
2. Reduced Anxiety occurs when the interactive elements alleviate language anxiety in learners, making them more comfortable (Rezi et al., 2024).
3. Enhanced Motivation is when the gamified activities promote a sense of achievement and encourage continued effort in language acquisition (Saidgul and Mohammed, 2024).

7.6.2 Common Challenges and Limitations

1. Over-reliance on Technology can create problems when there is limited access to digital tools. In the end, the effectiveness of gamified learning is hindered (Zhou and Wei, 2024).
2. Competitive Dynamics happens when a condition of excessive competition discourages learners, which leads to negative experiences (Yyelland and Duisenova, 2024).

7.6.3 Strategies to overcome challenges

1. Adjusting competitive Elements by incorporating cooperative tasks which can mitigate the downsides of competition (Hanim and Wahyuningsih, 2024).
2. Utilize Non-Digital Resources by blending traditional methods with gamified elements which can enhance inclusivity (Saidgul and Mohammed, 2024).
3. Assess Technology Access by tailoring gamification strategies to students' technological capabilities which later ensures broader participation (Rezi et al., 2024).

It is crucial to remember that while gamification offers transformative potential in language learning, we need to be mindful of its limitations and adaptation strategies accordingly to foster an inclusive and effective learning environment.

7.7 Case Study Example

A study from Sihombing, Hananto, and Situmorang (2024) illustrates an example of how gamification can be incorporated into the language learning classroom. The study "Investigating the Effectiveness of Self-Directed Vocabulary Learning Using a Mobile App" discussed how gamification plays an important role in mastering vocabulary, as it is very important in effective communication in language education contexts. This case study investigates EFL students' vocabulary learning through a Self-Directed Learning (SDL) approach, by using the Academic Word List (AWL) by Hananto via VIBE learning tools. The study involved 185 students from two different faculties. It employed a quasi-experimental design with pre-and post-tests aiming to assess

vocabulary retention and the impact of motivation on learning outcomes. The findings indicated two significant findings:

1. The study showed that motivation generated by using the gamification significantly influenced the vocabulary learning outcomes.
2. Engagement strategies, using gamification, including quizzes and competitions, enhance the supportive learning environment.

This study shows that using gamification in the classroom ignites motivation, which plays a critical role in vocabulary acquisition. This suggests that EFL teachers should explore diverse motivational strategies to enhance learning outcomes. However, external factors like study loads may also impact results.

7.8 Best Practices for Educators

In order to increase engagement while maintaining learning as the primary focus, effective gamification in language learning combines game-like features with educational objectives. For teachers, this entails utilising gamified resources that put an emphasis on real engagement rather than merely including flimsy game elements (Perry, 2020). Teachers are urged to choose activities that push pupils at the right level and foster language proficiency related to the goals of the course.

7.7.1 Guidelines for Effective Gamification in Language Learning

Fostering meaningful engagement in educational settings requires the development of balanced gamification methods and selecting suitable gamified tools. Instead of depending on surface-level features that might not improve learning results, educators should prioritize integrating game aspects that speak to students' underlying motivations.

7.7.2 Creating a feedback loop

Creating a feedback loop where students' experiences and progress are regularly evaluated is a crucial part of gamified learning (Kapp, 2012). Teachers can assess the effectiveness of the gamified activities and make the required modifications with regular feedback. By modifying the game aspects to best suit the needs of the students, this iterative approach not only improves engagement but also aids in preserving a positive and effective learning environment (Landers, 2019).

7.7.3 Continuous Improvement

The most effective gamification techniques change as students advance. Monitoring student reactions and adjusting game mechanics to suit learning goals better are two aspects of continuous improvement. Because of this responsiveness, teachers can establish a dynamic environment that can change to meet the requirements of their students, resulting in more engaging and successful language acquisition (Reinders and Wattana, 2015).

7.9 Conclusion

Language instruction has changed due to the incorporation of gamification and interactive learning resources, which provide a number of advantages that meet the demands of the classroom in the twenty-first century. As this chapter emphasizes, gamification combines narrative components, feedback loops, and game mechanics to produce an inspiring, stimulating atmosphere where students can flourish. Gamification improves vocabulary retention, increases speaking confidence, and creates an atmosphere where students feel free to take chances with their language growth by converting standard lectures into dynamic, learner-centred activities.

The efficacy of gamification, which can boost intrinsic motivation, encourage prolonged engagement, and maximise learning experiences by matching tasks to students' skill levels, is supported by theoretical underpinnings including Self-Determination Theory and Flow Theory. Useful examples that show how gamified learning can influence many language abilities and give learners relevant, real-world context include vocabulary programs, virtual reality conversation practice, and story-based grammar instruction. Furthermore, new tools like Duolingo, Quizlet, Kahoot, and VR simulations give teachers a variety of options to include gamified components that support educational objectives, promoting not only the acquisition of vocabulary and grammar but also cultural awareness.

7.9.1. Challenges and Considerations

Notwithstanding the obvious advantages, a number of difficulties must be noted. An over-reliance on digital tools or gamified approaches might undermine traditional learning

opportunities and possibly affect students' ability to communicate with others. Equitable participation may be hampered by technological obstacles such as unequal access to hardware or software, and competitive aspects may unintentionally make some students feel stressed or anxious. Additionally, gamification frequently places an emphasis on extrinsic rewards, which, if not done carefully, could eclipse intrinsic motivation. In order to overcome these obstacles, educators should look for a well-rounded strategy that combines traditional and digital teaching techniques, customising gamified exercises to fit the needs of each student and their level of technological proficiency.

The future of gamified language learning is bright thanks to developments in AI, AR, and VR technology. AI-powered solutions are well-positioned to provide individualised, flexible learning experiences that can better meet the demands of a wide range of learners. Students can participate in realistic language settings through immersive AR/VR applications, which enhances their learning and gives them a safe, stress-free setting in which to practise conversational skills. Future studies must, however, examine the long-term consequences of gamified learning, including how it affects cross-cultural application and language retention. Studies that evaluate how these approaches can best assist students with different backgrounds and skill levels are also necessary to make sure that gamification is inclusive and flexible for everyone.

7.9.2. Suggestions for Implementation

If educators wish to imply gamification in the classroom, they need to consider gamified learning strategies, including:

1. **Establish Clear Learning Objectives.** Educators must define the aims of the gamification utilized in the classroom and align it with the learning objectives so the engagement can be more meaningful.
2. **Create Feedback Loops.** Educators must regularly receive feedback regarding the student's experience in a gamified classroom to refine the activities and maintain positive and safe learning productivity.
3. **Balance Competition and Collaboration.** Educators need to integrate competition and cooperation tasks to give students opportunities to build rapport and hone teamwork during language learning.
4. **Continuously Monitor and Adapt.** Educators should include student responses to evolve the class. This, in turn, will create a dynamic and responsive learning environment tailored to students' needs.
5. **Incorporate Non-Digital Elements.** Educators must blend the gamification tool with traditional classroom methodology to ensure that students can have foundational skills by maintaining conventional practice.

By adapting and adopting careful strategies, educators can finally create the most effective gamified language learning, which will create an educational environment that is engaging, inclusive, and responsive to the needs of modern learners.

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CHAPTER 8

ASSESSMENT AND FEEDBACK IN DIGITAL ENGLISH LEARNING

By Muhamad Yahrif

8.1 Introduction

Digital assessment refers to the use of technology to evaluate and measure students' language proficiency, comprehension, and communication skills. The integration of assessment and feedback in digital English learning has become increasingly vital, particularly in the context of the COVID-19 pandemic, which necessitated a rapid shift to online education. This transition highlighted the importance of effective assessment strategies and timely feedback mechanisms to support English language learners. English Language Teaching (ELT) holds a unique position as a crucial skill set for global communication. As technology continues to reshape educational landscapes, the importance of integrating digital assessment methods in ELT becomes evident. Digital assessment refers to the use of technology to evaluate and measure students' language proficiency, comprehension, and communication skills (Susyla and Jaya, 2023). Digital assessments in ELT can take various forms, including online quizzes, interactive assignments, and virtual speaking assessments. These methods not only provide a more accurate reflection of students' language abilities but

also align with the contemporary ways in which language skills are utilised in real-world contexts (Mansory, 2020).

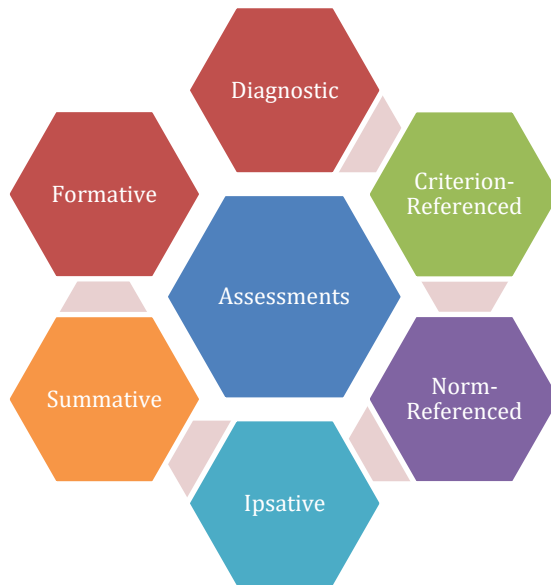
In general, assessment can be classified into two distinctive types of assessment: summative and formative assessment. Both of these assessments are administered to collect the students' learning achievement. Some specific purposes create differences in both assessment practices. To measure the students' learning achievement, teachers usually conduct summative and formative assessments at the end of the school term in one semester. Additionally, the summative assessment functions help teachers organise the upcoming lesson and nailing down how the next lesson should be designed and practised in the classroom (Widiastuti, 2021). The interplay between assessment and feedback in digital English learning is crucial for enhancing educational outcomes. By leveraging technology effectively and addressing existing challenges, educators can create a more inclusive and supportive learning environment that meets the diverse needs of English language learners. Continued research into best practices will further refine these strategies, ensuring that both assessment and feedback contribute positively to the learning experience.

The use of online assessment in the academic environment should be founded on an academic justification and show how it encourages and is recommended by the syllabus, departmental, and institutional online or electronic learning initiatives to enhance learners' learning participation. Electronic assessments' principal goal is equal to that of traditional assessments. English language learners may accomplish learning objectives, receive constructive information, receive a category, or receive an instrument (Prasetya & Syarif, 2022). Pratawati *et al.* (2021) stated that

one of the critical aspects of the online classroom is assessment. It gave learners an understanding of how far they have progressed in an online course, recognised individual abilities and incapacity, and evaluated whether they have fitted the online course's learning objects. Furthermore, Mahmud & Wong, (2018) stated that the primary goal of the evaluation should be to give interpretive information to lecturers and faculty members regarding their outcome on learners at the university level. These English instructors have the most advanced knowledge of teaching online mechanisms and modifying and adapting. English lecturers often transform their role in the online environment, and it is because of the demanded situation in distance learning that does not only deliver the material but also assists incapability learners with technical information in an online setting. This condition gradually became essential, and it is even more critical to utilize this knowledge to educate pedagogy members about their outcomes on English language learners (Ribeirinha and Silva, 2021).

8.2 Assessment in Digital English Learning

According to Dolin *et al.*, (2018), there are six kinds of assessments in digital English learning such as diagnostic, summative, formative, ipsative, norm-referenced, and criterion-referenced assessments. Absolutely! Understanding the different types of assessments is crucial for educators, students, and anyone involved in the learning process. Here's a breakdown of each type;



Gambar 8. 1. The kinds of assessment in digital English Learning

1) Diagnostic Assessment

Diagnostic assessments are used before instruction begins to determine students' existing knowledge, skills, and potential learning gaps. Additionally, a diagnostics assessment is conducted to identify the student's weaknesses and enable teachers to practice better learning treatment (Stiggins, 2002; McMillan et al., 2013).

a) Purpose

- Identify strengths and weaknesses.
- Inform instructional planning.
- Tailor teaching strategies to meet individual needs

b) Examples

- Pre-tests
- Surveys or questionnaires

- Skills assessments

2) Formative Assessment

Formative assessments are conducted during the learning process to monitor students' progress and inform ongoing teaching. Additionally, formative assessment is intended to measure the student's learning progress and teachers have a clear picture of the student's achievement in a particular learning unit. This is an ongoing assessment conducted after every learning unit, and then the result of the formative assessment can be used as a learning device to improve teaching and learning practices, so that is why formative assessment is frequently termed assessment for learning (Stiggins, 2002; McMillan et al., 2013; Derrick & Ecclestone, 2006)

a) Purpose

- Provide feedback to students and teachers.
- Adjust instruction based on student understanding.
- Encourage student engagement and self-assessment

b) Examples

- Quizzes and polls
- Class discussions and observations
- Draft submissions or peer reviews

3) Summative Assessment

Summative assessments evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. In addition, Summative assessment is often called assessment of learning because its specific purpose is merely to know students' strengths and weaknesses (Stiggins, 2002; McMillan et al., 2013).

a) Purpose

- Measure overall student achievement.
- Assign grades or certifications.

- Evaluate the effectiveness of educational programs.

b) Examples

- Final exams
- Standardized tests
- End-of-term projects

4) Ipsative Assessment

Ipsative assessments compare a student's current performance with their previous performances rather than with others.

a) Purpose

- Encourage personal growth and self-improvement.
- Help students reflect on their learning journey.

b) Examples

- Portfolio reviews over time
- Self-assessment checklists

5) Norm-Referenced Assessment

Norm-referenced assessments measure a student's performance against a national or other predefined group (the "norm").

a) Purpose

- Rank students relative to their peers.
- Identify high achievers or those needing additional support.

b) Examples

- SATs, ACTs, or IQ tests.

6) Criterion-Referenced Assessment

Criterion-referenced assessments measure a student's performance against a fixed set of criteria or learning standards rather than against other students.

a) Purpose

- Determine whether students have mastered specific skills or knowledge.

b) Examples

- Driving tests, certification exams, or standardized tests aligned with state standards.

Each type of assessment serves a unique purpose in the educational landscape. By understanding these distinctions, educators can select the appropriate assessment methods to enhance teaching effectiveness and improve student outcomes.

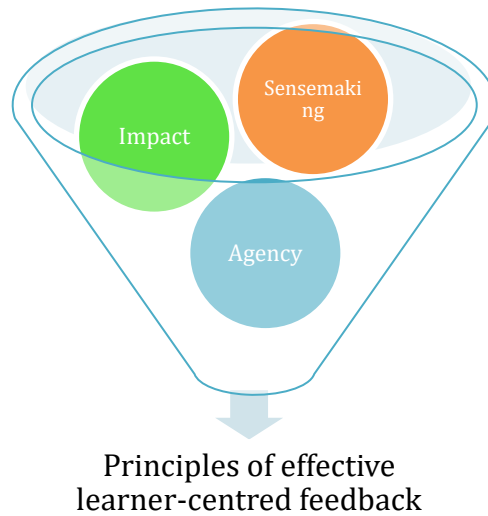
8.3 Feedback in Digital English Learning

Feedback is known to be one of the most important factors influencing learning and achievement (Hattie & Timperley, 2007). However, ensuring that feedback positively influences student learning requires careful curriculum and assessment design by academic staff. This can be challenging in higher education when subjects are delivered in digital learning environments (DLEs), as there are generally fewer opportunities for spontaneous feedback through informal dialogue or social interaction in class. Fortunately, there are a range of digital tools to assist with the design and delivery of feedback information in DLEs (Ryan T, 2020).

According to Widiastuti & Saukah (2017), feedback is given to make the students attain higher achievement in learning. The primary assessment is carried out by the teacher through observation during a certain period of time and attitude assessment is not carried out on every basic competency. Meanwhile, according to Rizky and Achmad (2022), online assessment and feedback would be implemented and adjusted into the English as Foreign Language online course, and it raises the quality of interaction in the online course and English learners'

involvement much more deeply in their education. It is examined that online mechanisms and technology significantly influence the teaching-learning process. Technology can also improve the communication between English lecturers and learners, often commencing with enhanced learning. It contributes to learners' motivation. Online tools start the course with digital learning tools, such as computers and handheld media; develop course contributions, participation, and learning materials. English educators and learners may use technology to help them collaborate to generate new information, reflect on their learning, or work together to comprehend course content better in the online environment. Exploring and investigating how technology may also explain and excite thinking by converting words into images is critical. Further study would be completed on the current finding by highlighting that technologies encourage learners to think critically by graphically organizing knowledge.

Feedback information has commonly been described as being 'high quality' when it is clear, specific, detailed, personalised, actionable and timely. For feedback to be *effective*, however, it requires more than just the provision of constructive or timely information in the hope that students will do something with it. Rather, it requires students to *engage* with feedback information and then actively *use* it to advance their learning. In other words, effective feedback is a learner-centred process, in which students "make sense of information about their performance and use it to enhance the quality of their work or learning strategies" (Henderson et al., 2019). According to Tracii Ryan (2020), three broad principles of effective learner-centred feedback: *sensemaking*, *impact* and *agency*. These principles are explained below;



Gambar 8. 2. Three Principles of effective learner-centered feedback

Three principles of learner-centred feedback

1) Sensemaking

Students actively seek dialogues with various sources (e.g., academic staff, peers) to enhance meaning-making. Feedback information provided by these sources is carefully designed to help students understand the key messages (Nicol, 2010). by engaging in feedback dialogues with students to co-construct meaning, and ensuring that any feedback information they provide is clear and easy to understand (for more about the role of dialogue in learning and feedback see Laurillard, 1999; Nicol, 2010).

2) Impact

Feedback information is designed to be actionable and to have a beneficial impact for students. While this impact can be cognitive, metacognitive, affective, motivational, or relational, the underlying assumption is that it will improve students' future learning or performances

(Henderson, Ajjawi, Boud, & Molloy, 2019a). by delivering actionable feedback information aimed at various types of impact (e.g., cognitive, metacognitive, and affective), and by enabling students to demonstrate improvement through the design of iterative or nested assessment and feedback cycles (for more on designs for impactful feedback, see Boud & Molloy, 2013).

3) Agency

Students have the volition to seek, use and evaluate feedback information from a range of sources for their own benefit (Carless & Boud, 2018; Nicol, 2010). They also have sound evaluative judgement skills, which is “the capability to make decisions about the quality of work of oneself and others” (Tai, Ajjawi, Boud, Dawson & Panadero, 2017, p. 467). by helping students understand that feedback is a valuable process in which they are the central actor, and encouraging them to seek feedback from various sources (see Carless & Boud, 2018 for a more detailed explanation of feedback agency.

Provides practical examples of how lecturers can shape assessment and feedback design to align with these principles of effective learner-centred feedback;

Tabel 8. 1. Achieving the three principles of learner-centred feedback in DLEs continued

Principle: Sensemaking	
Goal	Practical Examples
Encourage students to participate in informal or structured feedback	peers or academic staff through the use of collaborative writing programs, such as Word

Principle: Sensemaking	
Goal	Practical Examples
dialogues with others	Online or Google Docs. Facilitate asynchronous feedback interactions with peers or academic staff through discussion boards, such as Canvas Discussions.
Enhance the clarity and detail of feedback information on assessment tasks.	- Use casual and informal language to explain and reiterate complex ideas via audio recordings, which can be posted on Canvas Discussions, Pages, or Announcements (for generalised feedback) or embedded into group or individual assessment tasks using Turnitin Feedback Studio, or Canvas SpeedGrader. - Allow students to more easily connect actionable information to the relevant sections of their written work by adding detailed and specific feedback comments directly into the task. This can be achieved using textbased comment boxes (available in Word, Google Docs, Adobe Acrobat, or DocViewer in Canvas SpeedGrader), or by creating

Principle: Sensemaking	
Goal	Practical Examples
	and embedding short audio recordings via Turnitin Feedback Studio.
Principle: Impact	
Goal	Practical Examples
Design feedback information to lead to cognitive and metacognitive impact for students.	• Ask students to provide self-feedback by video recording themselves completing a performance-based task and then assessing themselves using a digital self-assessment tool such as FeedbackFruits. • Develop student's metacognitive self-regulation skills by offering portfolio-based assessments over the course of a subject. This allows students to plan, monitor and reflect on their progress over a series of tasks or performances.
Deliver feedback information that leads to positive affective, motivational, and relational	• Use personalised video recordings to provide task-based feedback information to students while conveying care, support, and encouragement using a tone of voice, pace of speech, facial expressions and body language/gestures.

Principle: Sensemaking	
Goal	Practical Examples
impacts for students.	
Principle: Agency	
Goal	Practical Examples
Encourage students to be feedback seekers.	• Design tasks that prompt students to use one-to-many asynchronous communication tools, such as discussion boards, to seek feedback information from peers. • Set tasks that allow students to use social media (e.g., Twitter, LinkedIn, Facebook, or Slack) to seek feedback information from friends, family members, clients, or industry partners.
Facilitate the development of evaluative judgement skills.	• Post exemplars of low, moderate and good-quality work on the discussion board and then lead the entire class in an asynchronous discussion focused on evaluating and articulating differences in quality. • Design tasks that provide opportunities for peer- or self-feedback using wikis (such as Canvas Pages), collaborative writing programs, and ePortfolios.

Sources: Melbourne CSHE discussion paper, June 2020

Tabel 8. 2. Considerations for using asynchronous digital text to provide feedback information to students

Method	Digital Tools	Advantages	Disadvantages	Advice for use
Annotations and comment boxes	• Word • Google Docs • Adobe Acrobat • Turnitin Feedback Studio • Perusall • Canvas Speed Grader	• Intuitive and convenient, as written assessment tasks are often submitted, graded and returned electronically. • Aligns with students' previous experiences and expectation of feedback	• Can be laborious for academic staff to provide detailed text based feedback information, particularly in larger classes.	• Ensure that feedback information delivered via annotations and comment boxes is clear, understandable, and neither vague nor overly detailed (for more on the creation of effective text-based feedback see Nicol, 2010). • Tailor the method of delivery to the desired student impact: - For minor mechanical errors (e.g., spelling or grammar), edit the text using a different coloured font or a tracked-changes style mark-up function. - For actionable

Method	Digital Tools	Advantages	Disadvantages	Advice for use
				comments, aid sensemaking by using a comment box connected to the relevant section of the task. - For comments designed to have affective, relational or metacognitive impacts, use a medium-length holistic summary positioned in a comment box at the beginning or end of the document, or in a rubric or feedback box (such as those available on Turnitin Feedback Studio).
Statement banks	QuickMarks (a feature of Turnitin Feedback Studio)	Saves time for academic staff by allowing them to create sets	Are sometimes perceived by students to be generic and lacking in personalisation	Statement banks may be most appropriate for disciplines where the same feedback comment would be useful and

Method	Digital Tools	Advantages	Disadvantages	Advice for use
		of common actionable statements that can be dragged from a communal bank onto the relevant section of the assessment task.	(Dawson et al., 2018).	relevant for multiple students within a class. For example, in mathematics or chemistry, there is often a single correct answer or solution to a problem
Discussion boards	Canvas Discussions	- Supports dialogical feedback interactions, which are important for sensemaking. - Students who would not normally approach academic staff or speak up in class may feel more comfortable interacting via discussion	Some students may lack motivation to engage in discussion board interactions if they are not incentivised or see a clear benefit to engaging (for a deeper discussion on this topic see Suler, 2004).	- Encourage students to participate in discussion board feedback dialogues by targeting the focus of the conversations to an upcoming assessment task. For example: - Post a high-quality exemplar of the upcoming task (with detailed feedback included) on the discussion

Method	Digital Tools	Advantages	Disadvantages	Advice for use
		boards.		board - Invite students to query aspects of the exemplar and/or feedback that they are uncertain about - Encourage dialogue by responding in a timely fashion to students' questions and thoughts.

Sources: Melbourne CSHE discussion paper, June 2020

Tabel 8. 3. Considerations for using asynchronous audio-visual recordings to provide feedback information to students

Method	Digital Tools	Advantages	Disadvantages	Advice for use
Audio recording	• Turnitin Feedback Studio • Canvas Discussions	• May enhance sensemaking and motivational/relational impact by allowing students to hear the tone and pace of voice. • Can be recorded almost anywhere using laptops or smartphones, provided that there is minimal background noise.	• It may be difficult and tedious for students to scan through audio recordings to review a specific piece of feedback information	• Embed short audio clips with specific actionable comments directly into an assessment task to enhance sensemaking. • To avoid monotony or confusion, speak clearly, use a lively tone and a moderate

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Method	Digital Tools	Advantages	Disadvantages	Advice for use
		Small audio files can be easily shared and stored, or even embedded within an assessment task (using Turnitin Feedback Studio) or a discussion board thread (using Canvas Discussions).		pace of voice. For longer recordings, using a pre-defined structure may avoid longwinded or offtopic comments (for ideas on structure, see Henderson & Phillips, 2015).
Video recordings	- Webcam software - Smartphone apps - Windows MovieMaker - iMovie	- Enables academic staff to communicate verbally and non-verbally, thereby offering additional cues to communicate affect, care, and support to the student. - May be useful when a student has performed poorly due to a lack of effort or understanding, as video feedback can have a positive affective and motivational impact for students. - Tends to focus less on mechanical or superficial errors (e.g., spelling and grammar) and more on high-level aspects of the work, such as argument and	- Seen as less useful than audio for short specific comments because video files are too large to embed within the assessment task itself. - Requires academic staff to have access to a quiet and appropriate place to record where they will not have any distractions or background noise, which can be difficult in open-plan offices.	- To ensure that student engagement is sustained, it is generally recommended to keep video recordings short (e.g. 3-5 minutes) and structured (see Henderson & Phillips, 2015). - To effectively convey non-verbal cues, ensure that the camera is focused on the head and shoulders, leaving enough room to display hand gestures as well. - Be mindful of body language, expression and tone of voice, so as

Method	Digital Tools	Advantages	Disadvantages	Advice for use
		ideas. This may enhance cognitive impact.		not to unintentionally convey information that could be interpreted in a negative or discouraging way by the student.
Screencast recordings	• Adobe Presenter • Open Broadcaster Software (OBS)	• May aid sensemaking and affective/motivational/relational impact, as it allows academic staff to present the student's assessment task on the screen (to help them understand the context of the comments) along with the rich cues offered by voice (and their face/body if a 'dual screen' approach is used)	• May take more time to produce than text, audio or video, as it is helpful for students if text-based feedback comments are added to the task first and then the educator explains these text comments verbally in the recording.	• Use the mouse cursor to point to and / or highlight relevant sections of the task while expanding or elaborating on any text-based feedback comments. • Try to avoid any editing or post-production of the final recording so as not to increase labour.

Sources: Melbourne CSHE discussion paper, June 2020

Effective learner-centred feedback processes enable students to *make sense* of the information they receive, experience beneficial *impacts* as a result of feedback information, and have *agency* in the feedback process. Some of these tools enable Lecturers/Teachers to offer students different modes of feedback, such as holistic comments provided via video recording or asynchronous text-based dialogues via a discussion board. Offering feedback information via diverse modes may enhance student sensemaking, and support cognitive, metacognitive, affective,

motivational or relational impact. Other digital tools facilitate the provision of feedback information from a range of sources, including peers and the students themselves, and this can help develop a feedback agency (Tracii Ryan, 2020).

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CHAPTER 9

DIGITAL LITERACY FOR ENGLISH LANGUAGE TEACHERS AND LEARNERS

By Andi Haerati Alimuddin

9.1 Overview

The field of English language instruction (ELT) has undergone significant transformation in the digital age. With digital tools becoming an essential part of the teaching and learning processes, the traditional roles of teachers and learners are changing. Digital literacy, which refers to the ability to navigate, evaluate, and create information using digital technologies, is now a critical competency for both teachers and learners (Tour, 2020; Prensky, 2021). This shift is driven by the need to prepare learners for a globally connected world, where digital communication and collaboration are vital. Because of this, teachers and learners are forced to see digital literacy as a necessary ability. Both teachers and learners need to become proficient in using digital platforms as they grow more prevalent in everyday communication and education. In the field of English Language Teaching (ELT), where digital tools can improve language acquisition, provide access to real materials, and

foster cooperative, interactive participation, this change is particularly remarkable.

Digital literacy enhances ELT by providing access to a variety of resources, including online discussion boards, interactive programs, and multimedia content. These resources encourage self-directed learning, encourage engagement, and accommodate a range of learning styles (Passey, 2020; Weerakanto, 2019). Digital literacy enables teachers to use creative pedagogical strategies that improve material delivery and evaluation techniques (Reinhardt & Thorne, 2020). Furthermore, Nur et al. (2022) emphasize that digital literacy is a foundational skill in modern ELT, enabling both teachers and learners to engage with diverse resources. In their systematic review of Mobile-Assisted Language Learning (MALL), they highlight the potential of mobile technologies in enhancing language acquisition, particularly in vocabulary and grammar practice.

However, despite its advantages, integrating digital literacy presents challenges. These include inequalities in technology access, varying levels of digital competency, and resistance to change in teaching practices (Koehler & Mishra, 2020; Chun et al., 2020). This chapter aims to address these issues, exploring strategies to enhance digital literacy and its application in ELT.

9.2 The Role of Digital Literacy in ELT

9.2.1 Theoretical Foundation and Framework

A number of pedagogical frameworks serve as the foundation for digital literacy and direct its use in English Language Teaching (ELT). The technology educational subject

Knowledge (TPACK) framework, which highlights the interaction between educational techniques, technology tools, and subject knowledge, is among the most significant. In order to ensure that technology complements rather than detracts from learning objectives, this model assists teachers in successfully incorporating digital technologies into their classes (Koehler & Mishra, 2020). In a similar vein, the Digitally Literate Teachers (DLT) framework assesses teachers' ability to use digital resources with an emphasis on real-world classroom applications (White, 2015).

These frameworks emphasize how technology may be used both as a tool to promote greater involvement and as a conduit for content delivery. Teachers can design pedagogically sound and technologically enhanced learning environments by matching digital tools to learning objectives (Mahdum, 2021). Therefore, it is crucial for teachers to align their pedagogical approaches with technological tools to maximize their efficacy in language teaching. Also, by integrating these frameworks, teachers can effectively utilize the potential of digital tools to enhance both teaching and learning experiences.

9.2.2 Enhancing Language Learning through Digital Tools

Through the provision of varied, interactive, and customized resources, digital literacy revolutionizes language acquisition. Learners can practice their English in fun ways with platforms like Duolingo, Kahoot, and Edmodo, which promotes skill development and learner autonomy (Passey, 2020). Gamified learning applications, for example, offer instant feedback, enabling learners to recognize and fix their mistakes instantly. Furthermore, learners are immersed in real-world language contexts through multimedia resources like podcasts, movies, and virtual reality simulations, which

enhances their speaking and listening abilities (Pegrum et al, 2022).

Studies reveal that learners who use digital tools for language learning are more motivated and self-sufficient (Prensky, 2021; Chun et al., 2020). Additionally, collaborative learning is made possible by digital platforms, which let learners collaborate on projects and communicate with classmates around the world. This expands their cultural awareness and improves their communication skills (Reinhardt & Thorne, 2020). Likewise, Ima et al., (2023) in their study also shows that several lecturers and learners who participated reported that e-learning which provided digital learning experiences increased the interaction between learners and content because e-learning encouraged them to learn more and help them with time management and self-discipline. And also, the features provided by several platforms of e-learning increased learners' motivation and their desire to do the tasks and test through e-learning and these impacts helped lecturers and learners achieve a better quality of learning.

9.2.3 Evolving Roles of Teachers and Learners

The traditional roles of teachers and learners are redefined by the integration of digital literacy. Teachers become facilitators and guides who help learners navigate and critically evaluate digital content, rather than being the only ones who impart knowledge (Passey, 2020). This necessitates a change in teacher preparation programs, emphasizing the development of both technical proficiency and curriculum integration techniques (Tour, 2020). Thus, including digital literacy calls for a change in the roles that teachers play as well as the approaches taken in teacher preparation. Teachers must become facilitators who help

learners critically engage with digital content rather than only conveying knowledge.

Digital literacy encourages increased freedom on the part of the learners. By using digital tools to enhance classroom instruction, learners are encouraged to take charge of their education. This is consistent with constructivist learning theories, which prioritize self-directed inquiry and active engagement (Prensky, 2021). Through the development of these abilities, digital literacy equips learners for success in the workplace and lifetime learning in an increasingly digital environment (Weerakanto, 2019).

9.2.4 Addressing Digital Competency Gaps

Gaps in digital competencies among both teachers and learners remain a significant barrier to the full integration of technology in English Language Teaching (ELT), despite the numerous benefits that digital tools can offer. Many teachers face challenges in effectively incorporating technology into their teaching practices, often due to a lack of sufficient training and experience. As a result, many teachers feel uncertain and lack confidence in using digital tools to enhance their teaching (Mahdum, 2021; Koehler & Mishra, 2020). This lack of confidence can hinder their ability to fully utilize the potential of digital platforms, limiting the effectiveness of their teaching methods and, ultimately, the learning experience for learners.

To address these challenges, comprehensive professional development programs are essential. Such programs can equip teachers with the necessary knowledge and strategies to integrate digital tools into their lessons effectively. These programs should not only focus on technical skills but also emphasize pedagogical strategies that

align with the objectives of English language instruction, ensuring that digital tools are used purposefully and enhance student learning. Moreover, these training programs should be ongoing to allow teachers to continually refine their digital literacy skills and stay updated with new technologies. By addressing the gaps in digital competencies among both teachers and learners, educational systems can create more equitable and effective learning environments.

9.3 Strategies for Enhancing Digital Literacy

For teachers to improve their digital literacy, professional development is essential. Online courses, webinars, and workshops can give teachers the tools they need to use digital resources efficiently. For example, teachers can plan and deliver curriculum, monitor student progress, and lead conversations using learning management systems (LMS) like Moodle or Google Classroom (Pegrum, 2014). Lesson plans that include technology can also revolutionize conventional teaching techniques. To make classes more interesting, teachers can employ multimedia presentations, digital storytelling, and interactive whiteboards. Teachers can stay up to date on developing technologies and exchange best practices by collaborating and networking through online groups (Beetham & Sharpe, 2013).

As for learners, digital resources give them a lot of chances to learn on their own. Online dictionaries, video lectures, and language learning applications provide individualized and adaptable learning opportunities. Learners can practice real-life communication skills by using digital communication tools including language exchange programs

and English-speaking forums (Warschauer & Matuchniak, 2010). Additionally, educating learners to critically assess internet sources guarantees that they are able to differentiate between accurate and false information. In the era of information overload, when learners are exposed to enormous volumes of content on a daily basis, this ability is especially crucial (Gilster, 1997).

Institutions are another area that requires consideration. To effectively integrate digital literacy in English Language Teaching (ELT), educational institutions must provide the necessary infrastructure and support. This goes beyond simply acquiring digital tools; it requires a strategic commitment to building a technological framework that ensures accessibility and reliability. A key aspect of this infrastructure is ensuring that schools and universities invest in modern, up-to-date hardware, software, and platforms that can facilitate digital learning. Without reliable access to technology, efforts to enhance digital literacy are undermined, leaving both teachers and learners at a disadvantage (Beetham & Sharpe, 2013; Pegrum et al, 2018).

Furthermore, a strong, stable internet connection is essential for digital learning, as it enables the use of online resources, virtual classrooms, and collaborative tools that are central to contemporary language learning environments. The availability of high-speed internet ensures that learners can access interactive content, participate in synchronous lessons, and collaborate with peers and instructors without disruption. Inadequate infrastructure not only disrupts learning but also perpetuates the digital divide, where learners in schools with limited resources are unable to benefit from digital learning tools to the same extent as those

in better-equipped institutions (Warschauer & Matuchniak, 2020).

In addition to infrastructure, educational institutions must prioritize training and professional development for both teachers and learners. Teachers, in particular, need to be trained not only in the technical aspects of using digital tools but also in how to integrate these tools into their pedagogical practices. Similarly, learners need training in digital literacy, which includes not only the ability to use technology but also the critical thinking skills necessary to navigate, evaluate, and ethically engage with digital content.

Moreover, educational institutions must foster a culture of innovation and experimentation in teaching practices. A culture that encourages teachers to experiment with new tools, approaches, and methodologies can lead to more dynamic and engaging learning environments. By supporting innovation and risk-taking, institutions can ensure that teachers feel empowered to adopt and adapt new technologies to suit their teaching needs (Pegrum et al, 2018). This could involve providing teachers with access to resources, peer networks, and ongoing professional development opportunities that allow them to stay current with emerging trends in digital education.

9.4 Challenges and Opportunities in Developing Digital Literacy

9.4.1 Barriers to Digital Literacy Integration

The digital gap is one of the main obstacles to incorporating digital literacy into ELT. This term refers to inequalities in internet and technology access that

disproportionately affect learners in low-income and rural communities (Warschauer & Matuchniak, 2020). These inequalities limit learners' academic progress and restrict their ability to acquire critical digital skills. Additionally, these problems are made worse by schools' poor IT infrastructure, which includes antiquated hardware and insufficient bandwidth (Kessler, 2020).

The reluctance of institutions and instructors to adapt is another major obstacle. Many teachers are reluctant to embrace new technology because they are unfamiliar with them or are afraid of upending established teaching practices. Lack of training and opportunity for professional development, as well as inadequate support from educational institutions, frequently exacerbate this reluctance (Mahdum, 2021; Prensky, 2021).

9.4.2 Barriers to Digital Literacy Integration

In order to overcome these obstacles, institutional support is essential. Institutions of higher learning must make investments in updating their technology infrastructure and giving instructors continual training. Teachers can improve their digital literacy and self-assurance when utilizing new tools by participating in workshops, webinars, and peer mentorship programs (Reinhardt & Thorne, 2020). Furthermore, it's critical to establish a welcoming community where teachers may exchange best practices and work together on technology integration tactics (Chun et al., 2020). Interventions in policy are also quite important. To ensure that everyone has equal access to technology and resources, governments and educational institutions should make digital literacy a top priority on their agendas. This includes

programs that help close the digital divide by giving underprivileged populations access to subsidized gadgets and internet.

9.4.3 Possibilities for Creative Instructional Strategies

Notwithstanding these obstacles, there are a lot of chances for ELT innovation when digital literacy is incorporated. The flipped classroom paradigm is one prominent example, in which learners study course material online prior to class, enabling more participatory and discussion-based sessions during in-person meetings (Passey, 2020). In addition to improving comprehension, this method motivates pupils to actively participate in their education. Flexibility and customization are provided via blended learning, which blends traditional and digital approaches. Teachers can create individualized learning experiences that meet the needs of each student by utilizing digital platforms (Koehler & Mishra, 2020). Adaptive learning systems, for example, employ algorithms to modify task complexity according on student performance, guaranteeing the best possible learning results.

9.4.4 Promoting Digital Citizenship and Lifelong Learning

Learners who acquire digital literacy are also better equipped for responsible digital citizenship and lifetime learning. The ability to critically assess sources and use digital tools ethically is crucial in a world of plentiful information (Pegrum et al, 2022). By incorporating these abilities into ELT, teachers give learners the skills they need to successfully navigate the digital world in both their academic and professional life (Tour, 2020). Additionally, promoting digital literacy stimulates innovation and creativity. For instance, digital storytelling enables learners to produce multimedia

projects that blend text, visuals, and audio, improving both their digital and language skills at the same time (Chun et al., 2020). In addition to engaging learners, these projects give them the opportunity to express themselves in a variety of lively ways.

9.5 Conclusion

Even if gaining digital literacy presents some difficulties, these may be resolved with the right tools and assistance. By offering the resources, professional development opportunities, and infrastructure required to empower both instructors and learners, educational institutions play a critical role in closing gaps. Schools and universities may create an atmosphere that supports teaching and learning in the digital era by tackling obstacles like lack of training, opposition to change, and access to technology.

Furthermore, incorporating digital literacy into the curriculum is essential to preparing learners for success in a quickly changing digital environment, not just an improvement. This goes beyond merely utilizing technology for its own purpose; it also entails giving learners the tools they need to successfully communicate via digital platforms, traverse digital environments, and critically assess online content. By doing this, teachers help learners become not only proficient in technology but also more adaptive, independent, and collaborative, which are key competencies for personal and professional success.

Digital literacy is becoming crucial for creating learning settings that are equitable, productive, and engaging as the educational landscape changes. In order to design immersive, personalized, and interactive learning experiences, teachers

must keep coming up with new ideas and adjusting to changing technology. In the end, both learners and teachers gain from this dynamic approach to teaching and learning, which equips them to prosper in a world that is becoming more interconnected.

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CHAPTER 10

OVERCOMING CHALLENGES IN DIGITAL-BASED ENGLISH LANGUAGE TEACHING

By Dimas Adika

10.1 Introduction to Digital Challenges in Language Teaching

As education continues to adapt to the digital age, English language teaching has evolved from traditional classroom settings to dynamic setting which surely has technology-driven environments. Digital-based English language learning brings enormous opportunities, for example it offers interactive tools, personalized learning paths, and broad access to educational resources (Shaji & Nagaraj, 2020). However, this transition is accompanied by some challenges that affect students, teachers, and institutions alike. These challenges must be managed effectively to ensure digital English language teaching achieves its full potential.

10.2 Technological Barriers and Solutions

In digital English language teaching, one of the most pressing challenges is overcoming technological barriers that can hinder equitable access and engagement. Technological

limitations, including inconsistent internet connectivity, lack of suitable devices, and underdeveloped infrastructure, p especially for students in rural or low-income areas (Phillips & Shipp, 2022). Tackling these challenging requires a multi-faceted strategy that considers both immediate and sustainable solutions that aiming to ensure all students can participate fully in digital learning environments.

10.2.1 Connectivity Issues

Access to reliable internet is critical for effective digital learning, yet it remains a major barrier for many students and teachers around the world. In rural areas, connectivity is limited or completely unavailable. Even in urban areas, low-income households often experience problems with slow internet speeds, making it difficult to engage in real-time video sessions or download large educational files. The absence of consistent internet access disrupts the flow of learning, reducing the overall effectiveness of digital-based English teaching.

To mitigate these connectivity issues, one solution is the provision of offline resources that allow students to learn without continuous internet access. Educational platforms and instructors are increasingly creating content that can be downloaded and accessed offline, such as video lectures, interactive PDFs, and mobile apps with offline functionality (Xue, 2023). For instance, some digital platforms enable students to download entire modules that they can work on offline and submit when they regain internet access.

Another approach to overcoming connectivity barriers is the integration of low-bandwidth solutions. Certain platforms are optimized for low data usage, allowing students to participate in lessons without consuming excessive data.

For example, video streaming can be adjusted to low-resolution modes, and some platforms allow for voice-only participation in discussions, reducing data requirements while still engaging students in the learning process.

10.2.2 Device Accessibility

Device accessibility is other barrier because not all students have access to personal computers, tablets, or smartphones necessary for digital learning. In many low-income families, a single device might be shared among family members. It will limit the time each person can dedicate to online learning. In addition, the devices available may be outdated or lack sufficient memory and processing power, affecting students' ability to run certain applications or access multimedia-rich content.

Solutions to device accessibility issues often involve partnerships between educational institutions and technology companies or government initiatives to provide low-cost or donated devices to students in need (Phillips & Shipp, 2022). For example, some school districts in the United States have implemented device-loan programs, allowing students to borrow laptops or tablets for the school year. In developing countries, similar initiatives have been launched with support from nonprofits and tech companies, providing affordable devices tailored for educational purposes (Häll et al., 2020).

Mobile optimization is another critical solution to address device accessibility barriers, as many students only have access to smartphones. Lessons and educational materials designed for mobile devices enable students to participate fully, regardless of whether they have a laptop or desktop. Mobile-friendly interfaces, along with apps designed

specifically for language learning, allow students to engage with English language exercises, watch instructional videos, and communicate with teachers, all from their smartphones.

10.2.3 Infrastructure Limitations

In many educational institutions, inadequate infrastructure limits the effectiveness of digital-based learning. Without proper infrastructure, even schools with good internet and device availability may struggle to implement and maintain a cohesive digital learning environment. Furthermore, lack of institutional support for digital learning can make it difficult for teachers and students to access necessary resources, monitor progress, and troubleshoot issues as they arise.

Solving infrastructure limitations often needs a concerted effort by educational institutions to invest in both physical and digital infrastructure. Schools can allocate resources to update hardware, ensuring that devices and servers can handle the demands of digital learning. Additionally, institutions can invest in cloud-based systems which allow for centralized storage and management of digital learning materials, reducing dependency on local hardware and enabling seamless access to resources from any device.

Moreover, providing IT support is also crucial, especially in schools that are new to digital learning platforms. Some institutions partner with local tech firms or government programs that offer technical support services for schools, ensuring that teachers and students can quickly resolve technical issues. This support is important not only for maintaining a functional digital learning environment but

also for empowering teachers who may lack the technical skills to troubleshoot on their own.

10.2.4 Community-Based Solutions

In areas with severe technological constraints, community-based solutions have shown promising results (Coronel, 2023). Schools and local organizations can create community learning hubs where students have access to digital resources in a shared, supervised environment. For instance, community centres equipped with internet and computers can serve as study locations for students lacking these resources at home. In some cases, mobile learning labs, which are buses or vans equipped with Wi-Fi and laptops, travel to underserved areas, allowing students to attend digital lessons in a mobile classroom.

These community solutions foster collaboration and allow students to learn collectively, even in digitally constrained settings. By pooling resources and creating learning hubs, communities can alleviate some of the barriers to digital learning, promoting educational access despite technological limitations.

10.3 Teacher Preparedness and Development

As digital-based English language teaching becomes more widespread, teacher preparedness is a pivotal factor in its success. While digital tools and platforms offer vast opportunities for enhancing language instruction, they require teachers to develop new skills, adapt traditional methodologies, and foster a digital mindset (Marais, 2023). Without adequate training and support, teachers may struggle to navigate digital tools effectively, create engaging

content, or support students in virtual environments. Ensuring that teachers are well-prepared for digital teaching involves investing in professional development, fostering digital literacy, and creating communities of practice that encourage collaboration and resource sharing.

10.3.1 Digital Literacy and Pedagogical Adaptation

One of the foundational skills required for teachers in digital environments is digital literacy, which includes understanding how to use various educational technologies, manage online classrooms, and troubleshoot basic technical issues. Digital literacy extends beyond simply knowing how to use specific tools; it also involves understanding how to integrate these tools into effective teaching strategies.

In addition to digital literacy, teachers must adapt their pedagogy to fit the digital environment. Traditional classroom techniques, such as group discussions, interactive reading sessions, and one-on-one feedback, may need to be reimagined for online settings. For instance, rather than relying solely on verbal feedback, teachers may use digital annotation tools to provide detailed written feedback on student work. In digital classrooms, techniques like "flipping" the classroom—where students review materials independently before discussing them online—can make online sessions more interactive and engaging.

To support teachers in developing these skills, many educational institutions have implemented digital literacy workshops tailored specifically for educators. These workshops cover not only the technical aspects of digital tools but also best practices for digital pedagogy. Such workshops are particularly valuable for teachers who may initially feel apprehensive about transitioning to digital methods,

providing them with a structured environment to develop new competencies (Cook et al., 2023).

10.3.2 Continuous Professional Development Programs

Teacher development in the digital era is an ongoing process. As technology evolves, so do the methods and tools available for digital teaching, requiring teachers to continuously update their skills. Continuous professional development (CPD) programs are essential to keep teachers informed about new digital tools, teaching strategies, and research-based practices. These programs can be delivered through regular online seminars, certification courses, and practical training sessions.

For example, a CPD program might introduce teachers to advanced features of an educational platform they already use, such as Google Classroom or Microsoft Teams, enabling them to take full advantage of its capabilities (D'Angelo et al., 2022). Continuous training also helps teachers stay adaptable in a rapidly changing digital landscape, ensuring they can pivot their teaching methods to incorporate new tools or respond to emerging challenges.

In some countries, teacher certification requirements have also been updated to include digital competencies, emphasizing the need for formal, structured training. Teachers who complete digital certifications not only gain practical skills but also improve their credentials, which can enhance their professional standing and career opportunities.

10.3.3 Building Communities of Practice

Professional development is greatly enriched when teachers have the opportunity to learn from and support each other. Communities of practice-groups of teachers who collaborate, share resources, and discuss challenges-are a valuable component of digital teacher preparedness. These communities enable teachers to pool their expertise, share practical insights, and provide moral support, which is especially beneficial for teachers who are new to digital teaching.

For example, an English teacher who has successfully used gamification in digital learning might share their experiences and methods with other teachers in the community, explaining how interactive language games have improved student engagement. Teachers can also share lesson plans, digital resources, and classroom management strategies, collectively developing a repository of resources tailored to digital language teaching (Technology and English Language Teaching in a Changing World, 2024).

Digital communities of practice can be established within institutions, facilitated by school leaders, or organized as larger networks, sometimes spanning multiple schools or even countries. Online forums, social media groups, and collaborative platforms like Google Workspace or Slack can serve as hubs for these communities, allowing teachers to communicate asynchronously, share files, and participate in discussions. In addition, these platforms can host virtual events or "teach-ins," where experienced teachers lead workshops or give demonstrations on specific tools or techniques.

By fostering a sense of collective support, communities of practice help reduce isolation and build a collaborative culture. Teachers can troubleshoot issues together, exchange feedback, and celebrate successes, fostering resilience and a growth-oriented mindset.

10.3.4 Access to Digital Resources and Support

Access to quality digital resources is crucial for teachers to succeed in digital-based English language teaching. Teachers need access to well-designed teaching materials, interactive tools, and resources that can supplement and enhance language instruction. Many educational institutions provide teachers with access to digital libraries, subscription-based educational tools, and pre-made lesson plans, enabling them to focus on engaging students rather than creating content from scratch. However, simply providing resources is not enough. Technical support is essential, especially for teachers who are unfamiliar with using digital platforms or troubleshooting technology issues. Schools and institutions can help by offering IT support. Having immediate access to tech support helps teachers maintain smooth classroom operations and minimizes disruptions caused by technical difficulties.

Institutions can also offer mentorship programs where more experienced digital teachers guide their colleagues in using specific tools or managing digital classrooms (Cao et al., 2023). These mentorship arrangements create a supportive environment in which less experienced teachers can develop digital skills with hands-on assistance, learning directly from colleagues who have successfully integrated digital tools into their teaching.

10.3.5 Cultivating a Positive Attitude and Growth Mindset

Transitioning to digital-based teaching can be daunting, particularly for teachers who are accustomed to traditional classroom methods. Cultivating a positive attitude and a growth mindset is essential for teachers to embrace digital learning and experiment with new strategies. Teachers who adopt a growth mindset view challenges as opportunities to develop their skills and improve their teaching practice. This mindset encourages teachers to stay open to feedback, learn from mistakes, and continuously seek ways to enhance their digital teaching methods.

School leaders and administrators play a significant role in fostering a growth mindset by creating a supportive and risk-tolerant environment. Encouraging teachers to try new digital tools without fear of criticism or failure can empower them to innovate in their teaching practices. Regular recognition and celebration of teachers' successes in digital teaching can also boost morale, reinforcing the value of digital skills and motivating teachers to continue developing their digital competencies.

When teachers are empowered, well-supported, and continuously learning, they can more effectively leverage digital tools to create rich, interactive English language learning experiences. This investment in teacher preparedness and development not only enhances individual teaching quality but also contributes to the broader goal of digital-based English language education, ensuring it is accessible, engaging, and responsive to the needs of a diverse student population.

10.4 Student Engagement and Digital Literacy

In digital-based English language learning, keeping students engaged is a critical component of success (Pratiwi & Waluyo, 2023). Unlike traditional classroom settings, digital learning environments can easily lead to feelings of isolation or disengagement, especially if students are passively consuming content without meaningful interaction. Therefore, educators must employ creative and interactive strategies to capture students' interest and foster a dynamic, engaging learning experience. Additionally, as students navigate the digital landscape, they must develop digital literacy skills that allow them to use online tools effectively and participate fully in the digital classroom.

10.4.1 Adapting Instructional Methods for Engagement

Engaging students in a digital setting often requires adapting instructional methods to be more visually appealing, interactive, and student-centered. Traditional lectures and direct instruction, which may be effective in face-to-face classrooms, often lose impact in an online setting where students may be prone to distractions. To counteract this, educators can utilize multimedia content, such as videos, infographics, and interactive simulations, to make lessons more visually stimulating. For example, animated videos that explain complex grammar rules or vocabulary usage can make abstract concepts more concrete and accessible, particularly for visual learners.

Interactive tools, for example like digital whiteboards, breakout rooms, and real-time quizzes, allow students to participate actively rather than passively observing. In platforms such as Zoom or Google Meet, breakout rooms provide opportunities for small-group discussions, enabling

students to practice English in a more intimate setting. These adaptations transform the online learning experience into one that requires active involvement, keeping students more invested and connected to the material.

10.4.2 Gamification as a Motivational Tool

Gamification is seemingly an effective method for boosting engagement in digital-based English language learning, turning lessons into enjoyable, game-like experiences. Platforms such as Kahoot! and Quizlet enable teachers to create quizzes and flashcards that present vocabulary and grammar exercises in a competitive format, sparking students' interest and motivation. By introducing elements of competition, point scoring, and instant feedback, gamified exercises not only make learning enjoyable but also encourage students to engage with the material more frequently (Susanto et al., 2022).

For instance, a vocabulary quiz on Kahoot! allows students to compete against their peers, testing their knowledge in a lively and entertaining way. The competitive element can inspire students to review and study outside of class to improve their performance, resulting in greater mastery of the material. Furthermore, gamification can accommodate different levels of proficiency, allowing students to work at their own pace and feel a sense of accomplishment with each achievement. This approach caters to various learning styles and can enhance student motivation, fostering a more interactive and supportive digital learning environment.

10.4.3 Project-Based Learning for Practical Application

Project-based learning (PBL) is another valuable strategy for enhancing engagement in digital English language learning. PBL is student-centered learning with learning packaged to find solutions through exploration (Adika et al, 2024). PBL involves assigning tasks that require students to apply their language skills in meaningful, real-world contexts. For example, students might be tasked with creating a digital presentation on a chosen topic, or producing a video diary in English. These projects encourage students to conduct research, practice their writing and speaking skills, and present information in a creative format, all while using digital tools that improve their technological proficiency.

In one project, students might explore an English-speaking country, researching its unique culture, and notable landmarks. They would then create a digital presentation or infographic to share with the class, combining language skills with digital literacy as they navigate online resources and presentation software. Such projects not only build linguistic skills but also familiarize students with tools like PowerPoint, Canva, or Google Slides. PBL encourages students to take ownership of their learning, fostering intrinsic motivation as they connect language acquisition to real-life applications.

10.4.4 Building Digital Literacy Skills

Digital literacy is the ability to use and utilize digital media intensely in learning and make digital media a learning resource (Marmoah et al, 2024). Digital literacy is essential for students in a digital-based language learning environment. Developing these skills goes hand-in-hand with language acquisition, as students must be able to navigate educational platforms, submit assignments online,

communicate via email or discussion boards, and utilize various applications for language practice. For students to fully participate, they need to understand how to use online platforms like Google Classroo or Zoom, as well as digital collaboration tools like Google Docs or Microsoft Teams (Misnawati, 2021).

Educators can help students build digital literacy by incorporating mini-lessons on using these platforms and offering support with technical skills. For instance, a teacher might demonstrate how to share documents, use online dictionaries or language apps, and troubleshoot common issues during class. By guiding students through these processes, teachers ensure that they are equipped to participate fully in online activities. Additionally, by encouraging students to practice independently using language-learning apps like Duolingo can help students build a comfort level with digital tools that facilitates language learning beyond the classroom.

Digital literacy also includes critical thinking skills related to evaluating online information sources. For language learners, this may involve assessing the reliability of digital language resources or practicing language through reputable news sites and educational platforms. Teaching students to critically evaluate online content helps them become more discerning users of digital resources, a skill that is valuable for both language learning and lifelong education.

10.4.5 Encouraging Interaction and Community-Building

One of the challenges of digital-based language learning is the tendency for students to feel isolated, which can hinder motivation and engagement. Fostering a sense of community in a virtual classroom is important to counteract this effect.

Teachers can encourage interaction through group activities, online discussions, and peer review exercises, where students work together to complete tasks, offer feedback, and share perspectives. Discussion forums within learning management systems allow students to engage in informal conversations, building a support network that mirrors the social environment of a physical classroom.

For instance, English teachers can assign collaborative projects where students work in pairs or small groups to create a digital story, role-play, or dialogue in English. These activities not only improve language skills but also build camaraderie and mutual support. Additionally, peer feedback sessions encourage students to help each other refine their skills, creating a community of learners who support each other's progress.

10.5 Institutional Support and Future Directions

The success of digital-based English language teaching heavily relies on institutional support, as schools, universities, and even educational organizations play a vital role in creating the infrastructure, policies, and resources needed to sustain effective digital learning environments. By providing access to technology, investing in professional development, and implementing supportive policies, institutions lay the foundation for teachers and students to succeed in digital classrooms. Moreover, as technology continues to evolve, forward-thinking institutions are actively exploring future directions to ensure digital learning remains relevant and innovative.

10.5.1 Providing Technological Resources and Infrastructure

Institutions are responsible for establishing the technological infrastructure necessary for digital-based learning. This includes not only providing internet access and digital devices but also creating secure, reliable learning platforms that can accommodate a wide range of educational activities. Schools and universities that allocate funds specifically for technology are better positioned to bridge the digital divide, providing equal access for all students. For instance, some institutions provide students with school-owned devices, which students can use for coursework both in and out of the classroom. In regions where students may not have reliable internet access at home, institutions may also partner with local providers to secure discounted data plans or offer Wi-Fi access points within school grounds.

Beyond physical resources, institutions must also ensure that online learning platforms are accessible, user-friendly, and equipped with tools that support language learning, such as video conferencing, discussion boards, and assessment tools. Learning management systems (LMS) allow teachers to upload materials, assign tasks, and track student progress, creating a centralized hub for digital instruction. By maintaining and upgrading these systems, institutions support a seamless learning experience.

10.5.2 Supporting Teacher Training and Professional Development

For digital-based English language learning to be effective, teachers must feel confident and capable in using digital tools (Hidayat et al., 2022). Institutions play a critical

role in facilitating teacher training and professional development, enabling educators to develop the skills they need to manage digital classrooms effectively. Many institutions now offer digital literacy workshops, instructional technology certifications, and ongoing training sessions that focus on best practices in digital pedagogy.

In addition to structured training, institutions can provide ongoing support through access to instructional coaches or IT support teams who can assist teachers with specific technical issues or instructional strategies. For example, some institutions assign tech mentors to help teachers learn new tools or troubleshoot issues, allowing teachers to focus on teaching rather than on managing technology alone. By investing in professional development, institutions ensure that teachers are not only equipped with digital skills but also remain updated on emerging trends and technologies that can enhance the digital learning experience.

10.5.3 Implementing Inclusive Policies and Student Support

Inclusive policies are essential for ensuring that all students, regardless of background or ability, can participate fully in digital learning. Educational institutions can develop policies that support students with diverse learning needs, such as providing accommodations for students with disabilities or offering resources for non-native speakers. For example, policies that allow extended time for assignments or provide captioning and transcription services for video content help create an inclusive learning environment that is accessible to all.

Institutions can also offer mental health and academic counseling to support students who may feel isolated or overwhelmed by online learning. Virtual counseling services, online study groups, and peer mentorship programs help students build connections and receive the guidance they need to succeed in a digital setting. Additionally, institutions can establish online help desks or support hotlines where students can seek assistance with both academic and technical issues, promoting a supportive learning community.

10.5.4 Adopting Emerging Technologies

As technology continues to advance, forward-thinking institutions are beginning to integrate emerging technologies that have the potential to transform digital language learning. Artificial intelligence and virtual reality are the most promising tools for creating personalized and immersive learning experiences. AI-powered platforms provide adaptive learning paths that respond to each student's progress, strengths, and weaknesses. For instance, AI-driven language applications can analyze a student's pronunciation, providing instant feedback and suggesting targeted practice exercises. This kind of real-time, individualized feedback helps students improve specific areas of their language skills, making learning more efficient and tailored to individual needs. AI can also support teachers by automating administrative tasks, such as grading or tracking student progress, allowing them to focus more on instruction and less on routine tasks.

On the other hand, VR offers immersive environments where students can practice language skills in realistic settings. For example, a VR application could simulate a café or airport setting where students engage in dialogues with virtual characters, allowing them to practice conversational English in a lifelike context. These immersive scenarios can

help students overcome language barriers and build confidence, as they gain practical experience in everyday situations.

10.5.5 Preparing for Future Challenges with Adaptable Policies

The rapid pace of technological development requires institutions to adopt flexible, forward-looking policies that can accommodate new tools and approaches as they emerge. By fostering an adaptive approach, institutions prepare themselves to respond to future challenges, such as data privacy concerns, the ethical implications of AI, and the need for data-driven decision-making in education. Policies related to data privacy are particularly critical, as students and teachers increasingly rely on digital tools that collect and store personal information. Institutions must ensure that data is handled responsibly, protecting students' privacy while enabling data-informed teaching practices.

To maintain flexibility, institutions can establish committees tasked with monitoring advances in educational technology and recommending policy updates as needed. These committees can assess the efficacy and ethical implications of new technologies, ensuring that any innovations are aligned with institutional values and educational goals. For example, if a school plans to integrate AI tools, the committee can assess potential biases in the technology, ensuring that AI supports equitable learning outcomes. This commitment to adaptability and ethical considerations ensures that institutions can continue to improve digital learning experiences without compromising student well-being or academic integrity.

10.6 Conclusion

Overcoming the challenges of digital-based English language teaching requires a comprehensive, collaborative approach. Technological solutions such as offline resources and mobile-friendly platforms make learning accessible across diverse environments. Teacher preparedness, supported by professional development and peer networks, empowers educators to deliver effective digital instruction. Engaging students through interactive methods and building their digital literacy fosters an active learning environment that enhances language acquisition. Finally, institutional support, through both resources and forward-thinking policies, solidifies these efforts and paves the way for future advancements in digital education. By solving these challenges, educators, institutions, and policymakers together could create a sustainable, inclusive framework that maximizes the potential of digital tools in English language teaching, preparing students for an increasingly digital world.

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CHAPTER 11

THE FUTURE TRENDS IN DIGITAL ENGLISH LANGUAGE TEACHING AND LEARNING

By Sukmawati

11.1 Introduction

Since technology provides several potential opportunities to improve the content and delivery of the pedagogies typically associated with traditional English language instruction, it has come to be recognized as an essential educational and auxiliary tool across a range of teaching and learning contexts (Dash, 2022). The extensive use has accelerated significant progress in English Language Teaching (ELT) methodologies, particularly in areas such as Indonesia, where English competence is becoming increasingly vital in personal and professional domains. The demand for English proficiency in the contemporary labour market has resulted in an increase in the number of individuals eager to learn the language. It has stimulated novel methods of language teaching (Asdar et al., 2023).

In Indonesia, English Language Teaching (ELT) is advancing to address these requirements through the incorporation of digital resources, immersive learning experiences, and culturally pertinent content (Rintaningrum,

2023). Digital platforms enable Indonesian learners to access English resources at any time, enhancing the flexibility and accessibility of language teaching. Moreover, blended learning techniques are being employed to integrate online resources with conventional classroom instruction, offering pupils comprehensive language practice. Modernizing English Language Teaching in Indonesia improves individual career opportunities and corresponds with the nation's objectives of cultivating a globally competitive workforce.

The future of digital English language instruction is experiencing substantial change, propelled by swift technological breakthroughs, novel pedagogical approaches, and an increasing necessity for excellent English communication skills in a globalized context (Imran et al., 2022). Innovative tools such as artificial intelligence and adaptive learning systems are personalizing education by enabling platforms to tailor information to the specific needs of individual learners. Moreover, immersive technologies such as virtual reality (VR) and augmented reality (AR) generate dynamic, lifelike environments that enable learners to practice English in authentic scenarios, augmenting engagement and contextual comprehension.

Pedagogical transformations are crucial since blended and hybrid learning models amalgamate online and offline education to offer flexible, varied learning experiences. Gamification and game-based learning are gaining popularity, rendering language practice pleasant and motivating via interactive, goal-directed exercises. Moreover, data analytics is essential for tracking progress and customizing education, allowing educators to detect learning deficiencies and provide prompt assistance.

With the rise of online language education, social learning platforms facilitate enhanced collaboration, peer contact, and language exchange with native speakers, fostering a more community-centric approach to learning. Digital literacy and 21st-century competencies, including critical thinking and intercultural communication, are being emphasized to enable learners to traverse the digital environment adeptly (Sujarwo et al., 2024). Collectively, these developments are establishing a future where English language education is increasingly accessible, interesting, and congruent with the requirements of a worldwide society (Alenezi et al., 2024; Sukmawati et al., 2023).

ICTs refer to technologies and exchange of information using electronic devices, particularly computers, for the purposes of creating, storing, analysing, and transmitting information. In Iraqi society, teaching is seen as a highly complex profession, whereby information and communication technology (ICT) plays a pivotal role in accessing extensive knowledge (Salehi et al., 2014). Information and Communication Technology (ICT) facilitates a sustained impact on learning via text, images, animations, audio, and video content.

People who have experienced the last decade of technological advancements are aware of the rapid transformations occurring in our world. External events beyond our educational environments will certainly influence our activities within classrooms, lecture halls, schools, and universities. Some of the technologies discussed below will undoubtedly influence some educators and instructional environments, while others may merely exhibit transient prominence before fading away, as frequently occurs in this domain (Hockly and Dudeney, 2018).

Furthermore, it fosters constructive groups and social engagement while improving learners' interpersonal and intrapersonal skills. Information and Communication Technology (ICT) refers to the utilization of computer-based communication in both classroom and e-learning environments (Nedeva and Dimova, 2010; Sujarwo et al., 2023).

Numerous prevalent challenges emerge in English as a Foreign Language (EFL) classrooms, impacting educators and students. These issues may originate from various factors, including linguistic obstacles, pedagogical approaches, classroom interactions, the irrelevance or uninterest of instructional materials or topics to students' interests or cultural contexts, and resource constraints.

Educators must attain proficiency in technology and its use in conjunction with their subject matter competence. A teacher possessing robust pedagogical, subject, and technological expertise who effectively integrates these elements in the classroom and maintains a cheerful disposition towards e-learning is deemed a competent educator (Lim et al., 2021).

Some previous studies stated that the instruction of English through new technology, sourced from the Near East University library and internet resources, serves as the basis for data collecting (Nawaila et al., 2020). Technology-mediated social connections pervade our daily existence; we must explore how to utilize these interactions to benefit our learners and engage them in learning activities that promote extensive language practice (Kessler, 2018). Although certain advancements in technology access via affordable mobile solutions have been observed, the digital gap persists in influencing all facets of digital learning and is likely to

continue doing so for the foreseeable future (Hockly and Dudeney, 2018).

On the contrary, another study stated that Educators convey satisfaction with the effectiveness of employing ICT from their educational perspective. Nevertheless, there exists a degree of difficulty in incorporating ICT into the educational setting. This poll indicates that the majority of educators perceive the use of ICTs in the classroom as not especially advantageous and consider it the most difficult approach to engage students. The cause may be the lack of guidance from management regarding the effectiveness of ICT and the absence of provisions for its implementation in the classroom (Jassim, 2020).

Several critical elements emphasize the significance of addressing future trends in digital English language instruction, notably the rapid technological improvements, the globalization of labor, and evolving educational expectations. The necessity for efficient and scalable English language education is becoming urgent as English remains the global lingua franca for commerce, science, and digital communication. Institutions, educators, and governments must adapt to evolving technologies and pedagogies to provide learners with the language skills necessary for success in a global setting.

The objective of this study is to examine the future trends in digital English language teaching and learning, with the goal of equipping learners with relevant, effective, and accessible language skills that meet the demands of an increasingly digital and globalized world.

11.2 Method

This research employed a qualitative, exploratory methodology to understand existing practices, perceptions, and projected requirements comprehensively. The objective of a qualitative research design centred on future digital English language teaching and learning trends is to comprehensively understand the experiences, perceptions, and challenges encountered by educators, learners, and institutions in their interaction with emerging digital tools and pedagogies. A qualitative method prioritizes detailed, descriptive data to investigate intricate occurrences and elucidate the subtleties of these trends. Choose individuals with experience with digital tools in English language instruction and acquisition to guarantee pertinent findings. English Language Educators: Primary, secondary, and tertiary instructors who incorporate digital resources into their teaching methodologies. Participants: Various age demographics and skill levels encompass varied viewpoints on digital language acquisition. Institutional Stakeholders: Administrators or program directors are responsible for choosing digital learning resources and infrastructure.

Data Collection

Semi-Structured Interviews. Execute comprehensive interviews with educators, students, and institutional stakeholders to investigate their attitudes, experiences, and expectations.

Employ a semi-structured framework to facilitate adaptability while guaranteeing the inclusion of essential themes. Interview questions may centre on individual experiences with certain digital tools, perceived advantages and obstacles,

and anticipations for technology in English language acquisition.

Data Analysis

A prevalent technique in qualitative research, thematic analysis entails the identification and examination of patterns or themes within the data (Richards and Hemphill, 2018). The number of EFL students in the English Education Department of Universitas Megarezky. This study took 4 respondents of EFL students and two English Lecturers of the English Education Department of Universitas Megarezky in a qualitative study, qualitative research typically focuses on depth rather than breadth; this might choose a smaller sample size to allow for detailed data collection and analysis (Creswell, 2013). For in-depth interviews might select 6 respondents to ensure and thoroughly explore each participant's perspective and for a more balanced sample while still managing the depth of data.

Procedures

Familiarize the data by consistently examining transcripts or listening to recordings. Develop initial codes by identifying prominent sentences, concepts, or events. Classify the codes into thematic groups that align with study inquiries regarding learner interaction with multimedia and technical obstacles. Assess and refine themes to ensure they accurately represent the essence of the data. Provide a detailed analysis of the themes, supported by statements or participant examples.

11.3 Results and Discussion

A qualitative study on future trends in digital English language teaching and learning would provide a detailed insight of stakeholders' experiences, challenges, and aspirations about digital tools and pedagogies. The results are typically presented as themes derived from the data, demonstrating the intricacies of adopting and integrating new technologies into language instruction.

In-depth interviews are fundamental to qualitative research, particularly in examining intricate subjects such as future developments in digital English language instruction and acquisition. Interview questions may arise from discussions with educators and students. The interview results demonstrate the design of the questions intended to extract comprehensive and perceptive comments concerning participants' experiences, perceptions, and expectations related to digital technologies in language teaching.

Lecturer Interview

Interview Question: In what ways have digital tools influenced your English teaching methods? Could you furnish particular instances?

Lecturer 1: Digital tools have transitioned my function from a conventional instructor to that of a facilitator. I utilize a platform with AI capabilities that adjusts to each student's growth. Although it facilitates personalized learning, it necessitates a significant investment of effort in instructing students on its effective utilization. For example, I had a student who was experiencing difficulties with grammar, and the application automatically concentrated on that aspect. Without my initial

advice, certain pupils might have entirely overlooked this function.

Based on interview results stated that although digital tools enable educators to facilitate personalized learning more efficiently, they also necessitate a significant investment of time from educators to instruct students on the proficient use of these tools. It suggests that technology is insufficient as a standalone solution; it is most effective when integrated with proactive help and direction from educators, highlighting the significance of digital literacy skills for both instructors and students.

What obstacles have you encountered in incorporating these technologies into your instruction?

Lecturer 2: There are several. Initially, technical help is absent. We possess these tools; nevertheless, when issues arise, it frequently falls upon us educators to resolve them, which can be burdensome. A further problem is that several students possess insufficient digital abilities, necessitating my instruction in fundamental computer competencies before their full engagement. Ultimately, reconciling digital endeavours with conventional approaches is challenging; identifying the optimal combination is difficult.

In what ways do you believe digital tools have impacted your students' language learning results?

Lecturer 1: Digital tools enhance motivation, particularly when they are participatory, such as gamified learning applications. Students appear increasingly inclined to participate in self-directed learning, mainly using

vocabulary enhancement applications. Nonetheless, I believe that digital tools might occasionally foster an excessive need for immediate response among pupils. They are accustomed to receiving immediate corrections from the application, which may hinder their ability to cultivate self-correction abilities in real conversations.

2. Student Interview

Which digital resources do you utilize for learning English, and what are your sentiments regarding them?

Student 1: I utilize a smartphone application designed to enhance vocabulary. It features a gamified structure with various levels. I find it highly engaging since it makes learning enjoyable, allowing me to acquire new vocabulary daily during my commute.

Student 2: I utilize a language exchange application to engage in conversation with native speakers. While it is beneficial for practical application, locating reliable partners can be challenging, and it lacks feedback on pronunciation, which I would find advantageous.

What challenges have you encountered while learning English online?

Student 3: One challenge is maintaining motivation. Traditional classrooms provide a structured timetable and accountability, whereas applications facilitate the tendency to forgo attendance for a day or two.

Student 4: The exercises occasionally appear redundant, and I desire the inclusion of additional real-world scenarios. Another obstacle is the difficulty of posing

questions or seeking clarification immediately, a process that occurs effortlessly in a classroom setting.

Question: How do you perceive the efficacy of digital learning tools over traditional methods?

Student 2: Digital tools offer significant flexibility and accessibility. I can study at my convenience, and many resources are available. However, I believe conventional classes are superior for speaking practice and receiving feedback.

In a physical classroom, one receives immediate feedback from an instructor and has the opportunity to pose inquiries. However, one occasionally feels disoriented in applications, particularly regarding grammar inquiries that require more comprehensive elucidation.

Responses offer comprehensive insights into participants' views regarding the usage and effects of digital tools in English language education. Interviews, through inquiries that encourage elaboration and particular instances, can uncover both the capabilities and constraints of digital platforms, aiding researchers in comprehending each stakeholder group's lived experiences and expectations. This data can subsequently guide recommendations for policy, practice, and future instrument development in digital English language instruction.

The perspective illustrates the motivational benefits and possible disadvantages of employing digital aids in language acquisition. Gamified applications, which include components such as points, levels, and prizes, enhance engagement and participation in learning. These attributes are recognized to enhance student motivation,

as learners become more engaged in their education, frequently cultivating a routine of consistent, autonomous practice, particularly in vocabulary acquisition. This transition to independent learning is advantageous since it promotes student accountability for their advancement outside formal class hours (Zhu et al., 2020).

Nevertheless, the educator observes an unexpected consequence: the promptness of input from digital technologies may foster an over-dependence on external adjustments. Students may develop accustomed to immediate feedback on their answers, thus impairing their capacity to self-monitor and rectify their mistakes in real-life situations where such feedback is absent (Bi et al., 2023). In in-person dialogues, language learners must cultivate self-correction abilities, recognizing and rectifying their errors in real time—a competency that immediate, automated feedback may not promote.

Multimedia software packages, the internet, social media, and Computer-Assisted Language Learning (CALL) function as both educational resources and linguistic tools. CALL aids educators and students in providing access to learning environments and opportunities for utilizing the L2, enabling students to take charge of their learning, and fostering positive interaction, feedback, and motivation while reducing anxiety and other non-linguistic advantages. Thus, CALL ultimately equips learners with the twenty-first-century skills necessary to address future employment challenges (Yadav, 2022).

This insight indicates a possible constraint in the existing design of numerous digital technologies. Although they provide robust engagement mechanisms,

they should integrate elements that progressively diminish immediate corrections, promoting learners to pause, ponder, and self-correct as they advance. Alternatively, instructors should augment digital tools with exercises that cultivate self-monitoring skills, assisting students in reconciling the advantages of quick feedback with the overarching objective of autonomous language utilization (Kannan and Munday, 2018; Liu et al., 2024). This interpretation indicates that, although digital technologies serve as excellent motivators, they must be created and utilized to foster independent language skills essential for authentic communication.

11.4 Conclusion

The results of this study enhance our comprehension of the advantages, obstacles, and future requirements in digital English language instruction and acquisition. Although digital tools provide considerable benefits—such as adaptability, engagement, and customization—they also present obstacles that institutions, educators, and learners must collaboratively confront. Future initiatives must prioritize the creation of accessible, user-friendly, and secure solutions that cater to the requirements of both educators and students in anticipation of a progressively digital environment in language teaching.

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He has already written and published several books. His first book is Basic Grammar in Speaking, the second book is Micro Teaching, the third book is *Model-Model Pembelajaran Pendekatan Saintifik dan Inovatif*, the fourth is Basic Writing Skills, the fifth is The Art of English, and the sixth is Intensive Listening. This book is the seventh book.

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