


Chapter 10

Leveraging ICTs for Transforming English Language Teaching: Facilitating Educational Development and Reform

Vivit Rosmayanti

 <http://orcid.org/0000-0002-3648-9878>

Universitas Negeri Makassar, Indonesia

Muliaty Ibrahim

Universitas Megarezky, Indonesia

Amra Ariyani

Universitas Negeri Makassar, Indonesia

ABSTRACT

The integration of Information and Communication Technologies (ICTs) in English Language Teaching (ELT) has significantly transformed teaching methods and improved the accessibility of education resources. ICTs, including web-enabled resources, mobile devices, Artificial Intelligence, and computer software, have made ELT more engaging and interactive for learners of all levels. They can bridge gaps in quality education, especially in remote and marginalized regions, and promote self-paced learning, instant response, and active participation. ICTs also help overcome the digital divide by providing learners with knowledge about different cultures and peoples, enhancing international cooperation. They contribute to education

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reform processes in line with global agendas like Sustainable Development Goal 4 (Equitable Quality Education). However, concerns like lack of technology, teacher training, and culture can limit the efficient use of ICT in ELT.

INTRODUCTION: THE ROLE OF ICT IN EDUCATIONAL DEVELOPMENT AND REFORM

The integration of Information and Communication Technologies (ICTs) into education as a whole has modified the teaching approach and the level of learning achieved in different contexts. ICTs are a range of technologies that enable information to be sent and received such as the internet, cellular phones, and other computer applications. These technologies are in support of normal teaching in learning, but they also have the ability to induce higher levels of creativity during the learning process (Anastasopoulou *et al.*, 2024). The use of ICTs in education is greatly emphasized due to their capacity to help bridge geographical divides that inhibit the availability of resources and opportunities to many learners especially in developing nations (Yang *et al.*, 2018; Anastasopoulou *et al.*, 2024; Islam, 2015).

The incorporation of ICTs into the educational systems of different nations is indispensable, particularly regarding the improvement of education's quality and effectiveness in the context of international competition. They aid the educational systems in changing policies towards increasing access to education while improving its quality. The movements like 'Education for All' have utilized the ICT tools to reach the objectives of inclusiveness and social equity by incorporating more marginalized groups into the education (Zubković *et al.*, 2022; Zeng, 2022). Furthermore, ICTs assist in fostering a collaborative learning environment where learners are able to engage and communicate with other learners and educators beyond their immediate environment, which in turn expands their educational landscape (Yang *et al.*, 2018; Anastasopoulou *et al.*, 2024; Avisteva, 2020). The adoption of ICTs in educational reform can be best exemplified during the COVID-19 pandemic where the need to shift to online learning was instant and emphasized the need for having sufficient digital readiness and competent teachers (Mahdum *et al.*, 2019; Avisteva, 2020).

The intersection of ICTs and English Language Teaching (ELT) is especially captivating considering the impact technology has had on the language teaching and learning process. The incorporation of ICT in ELT caters for learners with varying styles and preferences because of the interactivity and immersion that is provided. For instance, mobile language learning applications, websites, and online classrooms help learners to use the target language in real life context which enhances their communicative skills (Hidayatulloh, 2024; Mustofa & Sari, 2020). Moreover, the incorporation of multimedia materials such as videos and podcasts facilitate

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