



A Technology-Enhanced Language Learning Methods: Innovations, Integration, and Effectiveness

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Abstract. Presently, Information and Communication Technology (ICT) has become a standard feature in foreign language courses, which can positively impact foreign language acquisition or learning. Its incorporation has not only facilitated but also enhanced the process of learning languages. With ICT, language tutors have the capability to adapt classroom activities to suit the needs of their students, and hence creating a more adaptable language learning environment. This paper focuses on exploring technology-enabled learning methodologies within English language teaching. The paper discusses contexts in which the integration of internet technology can effectively develop the proficiency level of English language learners. Throughout this article, we review the importance of technology, its innovation, and integration, as well as its role in increasing the effectiveness of English learning. The discussion also extends to the efficacy of technology in improving English skills by explaining how its use can accelerate the development of students' language competence. The literature review in this article not only focuses on the importance of technology but also discusses its drawbacks that may inform teachers and students for maximizing its beneficial impacts. We believe that ICT can serve as a useful tool in facilitating students' language acquisition in modern language education.

Keywords: language learning method, technology-enhanced, innovations, integration, effectiveness

1 Introduction

Applied linguistics emphasizes the importance of developing core skills like listening, reading, writing, and speaking as the foundation of language acquisition. Modern language learning can improve these skills by incorporating appropriate technological tools into learning practices. Indeed, the rapid integration of Information and Communication Technology (ICT) into foreign language education has been prevalent and this trend has been boosted since the Covid-19 pandemic.

As the world becomes a digital landscape, the use of ICT in learning becomes increasingly crucial. ICT influences beyond student learning approach; it impacts teaching methodologies as well. In this digital age, educators who fail to integrate ICT into their teaching will risk becoming out-of-date. Therefore, language educators, in

particular, must develop a strong foundation in technological knowledge to teach language skills to their students (Pourhosein Gilakjani, 2017). This technological fluency is no longer a mere advantage, but it has become a critical requirement for language educators in the contemporary classroom.

In the last two decades, contemporary language classroom seems increasingly to be characterized by the incorporation of technology. This has marked the importance of teachers utilizing technology for pedagogical purposes (Becker, 2000). Clements and Sarama (2003) acknowledge the advantages of incorporating educational media into language learning. Technology-based activities demonstrably enhance student engagement in the classroom. By incorporating technology-based activities students get several advantages, such as accessing to relevant information (Tomlison, 2009) and learning from a wider range of authentic learning materials (Bull & Ma, 2001; Larsen & Anderson, 2011). This exposure to authentic materials encourages a more natural and effective approach to language acquisition. In addition, by providing access to a diverse range of audio and video resources, technology caters to different learning styles, and therefore it fosters personalized learning experience (Gilakjani, 2017). Importantly, technology can provide students with valuable information beyond the scope of a single class session, yet a skilled teacher remains crucial in guiding students to ensure its effective integration into their learning. This learning approach, by balancing both teacher expertise and vast resources, has the capacity to transform current teaching methods by developing a more dynamic and knowledge-rich learning environment (Sabouri, 2014). However, it is important to recognize that technology complements, rather than replaces, the role of the teacher.

This paper is meant to review the opportunities and challenges of the application of ICT in English language teaching environment. To begin, we explore in more depth the important role of teachers in implementing meaningful and strategic uses of technology that actively support learning goals, according to important researchers in the field. Particular focus will be given to best practices for formative assessment of how individual digital applications and platforms can meet different learner preferences and needs. In addition, the advantages that technology provides flexible access to rich authentic language resources is evaluated through a literature review. Additionally, the prominence of technological English skills development as an equitable educational priority for all learners is also reviewed. Further contributions from experts helps raise awareness of the growing digital divide faced by disadvantaged groups in society. Ultimately, best practices to ensure technology adoption produces a measurable positive impact on core learning outcomes are outlined.

2 Technology in Language Learning

This literature review is divided into three sections that explain technological learning innovation, technology integration strategy, and effectiveness of language learning outcomes using technology.

2.1 Technological Learning Innovation

Technology undoubtedly has great potential to enrich students' educational experiences. As advocated by Costley (2014), it is critical for teachers to model effective technology integration strategies in their teaching to fully leverage its benefits and encourage students' independent exploration. When applied appropriately, technology has demonstrated great capacity to facilitate collaboration—an essential skill of the 21st century. A pioneering study conducted by Keser, Huseyin, and Ozdamli (2012) first highlighted how digital collaboration tools empower students to co-create projects while gaining exposure to diverse peer perspectives through exchanges such as shared document comments.

The application of ICT in the classroom also allows for pedagogy that is more personalized and tailored to students' needs. Bennett et al. (2000) observed the ability of educational technology to illuminate students' interests and needs, empowering teachers to customize their supports. Bransford, Brown, and Cocking (2000) further established how technological ecosystems connect classrooms with global communities, extending learning beyond four walls. Of course, the benefits of technology cannot be achieved by itself—strategic implementation by skilled educator-facilitators is vital.

Raihan and Lock (2012) emphasize that teachers who are less experienced in technology have to find ways to utilize it meaningfully in their teaching. Learning with an outdated lecture format and relying only on traditional tools such as whiteboards risks becoming uninteresting in the digital era, as warned by Patel (2012). The incorporation of multimedia through tools such as films and online materials dynamically engages modern learners through a variety of modalities, as Arifah (2014) illustrates. Learners can make use of technology to independently search for and analyse extensive information that can be applied to authentic tasks.

Most importantly, technology fosters an active, independent, and student-directed learning environment, where students' natural curiosity and sense of responsibility thrive. Gilakjani (2014) and Drayton et al. (2010) observed measurable impacts on student self-efficacy and productivity when innovations transformed passive learning into engaged exploration. Arifah (2014) also acknowledges the beneficial side of technology that encourages high-level thinking and motivation by fostering relevance, choice, and goal-oriented application of skills. Across the board, from collaboration to personalized support, technology undeniably enhances the teaching and learning experience—if implemented wisely with student growth as the north star.

Several studies show that technological learning innovations in English language learning include a variety of tools and methods, including ICT, digital platforms, mobile learning, online resources, social media, interactive activities, and various software, all aimed at improving teaching effectiveness and improve the quality of learning language skills.

In English language learning and teaching, ICT usage in classrooms, both physical and virtual, is now commonplace, and not an exception. Teachers, students, and the broader educational community are confronting a number of new concepts such as, 'extended classrooms', 'blended learning', or 'Massive Open Online Courses (MOOCs)'. Digital platforms, online corpora, mobile learning, online authentic

materials, online CPD, and the global staffroom are revolutionizing English language teaching in the 21st century (Shrestha, 2014; Yunus, 2018).

The integration of technology in English classrooms substantially improves the process of learning and teaching (Gilakjani, 2017), and hence it could contribute to the development of basic English skills, such as listening, reading, speaking, and writing, by providing reusable, accessible, and free or low-cost materials (Günüç, 2017). This could be because modern technology such as artificial intelligence based-tools developed for foreign language learning can create a context for teaching and learning English language skills. As Alqahtani (2019) has reported that modern technology in English language teaching could enhance student engagement and learning, with innovative curricula and technological skills enhancing effective teaching delivery. A study by Juliana (2022) points out that the application of technology with various software helps students improve English learning outcomes. This is supported by the fact that technology can innovate English language learning compared to traditional teaching methods. Nevertheless, Günüç (2017) warns that technology integration in English learning should be conducted wisely in order to make an effective contribution to language learning, which is an important task for English teachers. The integration requires a good planning, otherwise, it can have negative impacts on the students' learning process.

2.2 Technology Integration Strategy

As argued by Pourhosein Gilakjani (2017), today's educational landscape has undergone rapid changes as technology rapidly changes our world. Outdated and non-digitized pedagogy risks becoming obsolete, therefore requiring innovative teachers to skilfully assimilate technology into the curriculum. Dockstader (2008) has employed technology as a form of innovation to improve teaching through diversifying formats beyond paper such as digital assignments. Learning is no longer confined to classroom as technology enables learners to explore their own potency beyond classroom activities.

Cohen (2011) and Oxford (1990) initiated the use of autonomous technology for students to support the development of language skills.

However, the rapid expansion of educational technology innovations as described by Becker, Rodriguez, Estrada & Davis (2016), has multiplied the learning practices, from online/blended modalities to gaming/VR experiences. Even though learning with the help of technology is very interesting, the acceleration of technology in education sectors also raises complex challenges in carrying out digital transformation. Therefore, clarifying the best framework for systematically synthesizing strategy is still an area that needs to be explored.

Oxford (1990) states that a recent language learning approach that focuses on developing skills such as reading, writing, speaking, listening, gradually optimizes the use of technology. This indicates that teachers and students are starting to make important innovations in carrying out language pedagogy for a future that mostly will depend on technology, in particular artificial intelligence. Many researchers also provide a general overview of modern learning strategy or models by integrating ICT. Hence the

exploration of technology applications such as computer-assisted instruction or databases will offer insight into combining core competencies with new technology tools. Overall, technology integration into learning promises language acquisition, engaging learners with future curricula; if it is designed and assessed carefully.

2.2.1 Listening Skill

Several scholars have affirmed that ICT can improve listening skills. Center (2020) argues that ICT improves listening comprehension skills by allowing learners to practice listening to various authentic English audio and video materials, improving pronunciation, grammar, vocabulary, and style. Similarly, Baranov (2018) states that ICT improves listening comprehension skills by using spaced repetition technique, where users extract fragments from videos and repeat them with increasing intervals. According to Gapurdjanovna (2020) ICT improves listening comprehension skills in preschool children by promoting interactive language teaching and efficiencies in information communication technologies. As Ahmed (2021) pointed out online training with ICT significantly improves listening comprehension in secondary-level English-language instructors during COVID-19. ICT can greatly improve language proficiency and listening comprehension in second language learners when it is integrated judiciously and used appropriately (SreeRekha et al. 2023).

Lanping (2022) confirms that technology-enhanced learning approaches, particularly CALL, improve English learners' listening comprehension more effectively than traditional learning approaches. Chang (2014) provides an in-depth exploration of Oxford SILL-like strategy models to assess how YouTube dictation activities foster listening proficiency. The emphasis on top-down and bottom-up techniques offers a structured framework for understanding online audiovisual content. Developing metacognitive reflection aligns with optimizing this for autonomous language development. The finding that students then applied strategic and deliberate methods bodes well for continued skill development. Rahimi and Katal's (2012) incorporation of podcasts to increase metacognitive awareness makes a strong case for optimizing educational technology. Measuring critical thinking elements such as problem solving, evaluation, and goal setting provides a powerful picture. The relationship established between this awareness and increased willingness to use podcast material is an important contribution. Slimon's (2012) work echoes the importance of bottom-up phonemic processing to derive meaning from audio and retain content. However, their observation that strategic listeners understand documentaries more deeply suggests that a balanced approach that integrates top-down contextualization will improve results.

These studies highlight how frameworks such as the Oxford categorizations can help systematically select, implement, and assess a variety of technology-based listening activities. The focus on developing metacognitive reflection and problem solving also provides students with independent and self-regulating practice. With continued empirical testing of innovative integration models, language pedagogy will become increasingly responsive to the needs of learners in the digital era.

2.2.2 Reading Skill

Several studies have reported advantages of ICT for enhancing reading skill. Verhoeven and Perfetti (2008) reported that ICT facilitates learning by providing young learners with multimodal texts and analysing the cognitive processes underlying reading comprehension. A study by Capodiecici et al. (2020) reported that ICT, specifically a distance program Cloze, can improve reading comprehension skills in children with comprehension difficulties. Another study by Nyns (1988) pointed out that ICT can improve reading comprehension skills by acting as a tool for teachers, providing access to databases tailored to specific student populations' vocabulary requirements. Marzban (2011) investigated the correlation between the quality of students' reading comprehension as the effect of ICT, named CALL. The researcher reported that CALL, significantly improves reading comprehension skills in Iranian intermediate EFL students compared to traditional methods. A study by Cano, Téllez, and Ríos (2023) examined the potential advantages of utilizing ICT and gamification strategies to develop students' reading skills. The finding has revealed that ICT and gamification strategies can increase interest in reading and gives important opportunities for student to engage in reading activities. As reported in a study by Maduabuchi and EmechebeVivian (2016) ICT can improve reading comprehension skills by facilitating vocabulary building and usage, and increasing excitement about lessons. However ICT also presents challenges like classroom control, distractions, and infrastructure issues.

Collectively, the studies we reviewed above indicate how researchers continue to develop strategic frameworks for incorporatig ICT in improving foreign language skill. By paying attention to design, implementation, and assessment, ICT can offer powerful, personalized scaffolding beyond traditional learning and teaching methods.

2.2.3 Writing skill

Several studies have reported advantages of ICT for enhancing writing skill. A study by Yunus et al. (2013) reported that ICT can improve vocabulary and promote meaningful learning in ESL writing classes. In another study by Nee, Yunus, and Suliman (2019), it was reported that ICT, when combined with social media, can develop writing skills of L2 learners. The finding revealed this technique was very efective to improve writing skills. A study by Munif (2017) examined the application of ICT, through blogs, and found that this can improve writing skills by providing a better platform for improving the skills. Interestingly, a study by Apriani, Santiana and Harmi (2022) reported that ICT positively impacts students' Higher-Order Thinking in writing skills when lecturers used ICT in improving their writing abilities. Regarding collaborative learning, Duin (1991) pointed out that ICT supports collaborative writing in educational settings by developing writing process through various software applications. Similarly Mauri, Ginesta and Rochera (2016) reported that ICT can support collaborative writing in educational settings by integrating essential characteristics of effective feedback and ICT can support complex tasks in writing. A study by Svetsky et al (2017) showed that ICT integration for collaborative writing in educational settings is modelled using the BIKE(E)/WPad software that can be applied in both virtual and off-line mode.

2.2.4 Speaking Skill

Although research on strategic approaches to developing other important language skills such as reading, writing, and listening has grown rapidly in recent decades, the field of speaking learning strategies remains underexplored. This is largely due to the limited scope of technologies designed specifically for audio/video interaction and output-based language practices to date. However, as digital tools increasingly facilitate multimodal communication, some pioneering research is beginning to shed light on this important dimension of learning.

Other studies have reported advantages of ICT for enhancing speaking skill. Al-saraireh (2022) reported that ICT improves speaking skills through metacognitive and cognitive tactics, followed by compensatory and social procedures. A study by Lestari (2019) indicated that ICT, specifically video blogs, can improve speaking skills among EFL students through various strategies. As reported by Eshankulovna (2021) various types of ICT tools can help improve speaking skills in second or foreign language learners. This is similarly reported by Yahya, Yusrizal, and Kurniawan, (2019). Another study by Idayani and Sailun (2017) affirmed that ICT increases students' motivation, speaking performances, and learning effectiveness, while also enhancing their knowledge and creativity. Hamid and Sulistyaningrum (2019) found that ICT competences integrated into speaking syllabuses help students improve speaking skills by focusing on teaching methods, classroom activities, and learning media. Importantly, as reported by Kitagaki (2012), ICT improves English speaking skill, particularly fluency.

2.3 Effectiveness of Technology for Enhancing Learning Outcomes

Bennett et al. (2000) emphasized the benefits of using technology in classrooms. By incorporating technology, educators can provide custom-made learning experiences according to students' needs and preferences. Bransford (2000) also pointed out how technology fosters broader learning communities, connecting students with peers globally and locally, thus enhancing societal engagement and enabling comprehensive exploration of educational content. However, it is crucial to note the potential drawbacks of technology integration in education. The effectiveness of technology depends on how it's used. While teachers, like parents, play a crucial role in overseeing students' technology use, promoting responsible digital habits is essential to maximize technology's positive impact on learning outcomes. Susikaran (2013) argues that traditional methods like chalk-and-lecture are insufficient for teaching English effectively. Technology offers a solution, fostering a more active and student-centered learning environment with engaging methodologies. However, as Raihan and Lock (2012) emphasize, successful technology integration requires careful planning. Fortunately, technology empowers teachers to design more effective and engaging learning modules for students. While some educators may not possess the same level of technological expertise as computer specialists, ongoing support and encouragement from schools and the government are crucial aspects of promoting technology-based learning in contemporary Indonesia.

Patel (2013) highlights the transformative impact of technology on teaching methodologies. Technology offers a plethora of alternative approaches to create engaging

and productive learning experiences, fostering advanced, up-to-date knowledge acquisition aligned with the demands of the 21st century. Traditional teacher-centered methods, such as lecturing from the front of the classroom, must adapt alongside these technological advancements. As Arifah (2014) advocates, multimedia tools, films, and the internet serve as potent catalysts for enhancing student learning across various dimensions. These versatile tools facilitate vocabulary acquisition, ignite students' curiosity, and provide avenues for deep dives into subjects, enabling information gathering and contextual analysis. In accordance with findings by Gilakjani (2014), there exists a discernible shift towards an interactive, student-centered learning paradigm that fosters engagement. Technology assumes a pivotal role in facilitating student participation and empowering learners to assume ownership of their educational journey. Moreover, technology contributes to the cultivation of self-reliance and autonomous learning capabilities in students, equipping them with the skills necessary to effectively navigate tasks assigned by educators (Drayton et al., 2010). Additionally, technology serves as a conduit bridging students to hands-on, real-world experiences, enriching their understanding and imbuing the learning process with practical relevance to their daily lives.

Research indicates that technology exerts a favourable influence on language acquisition. Arifah (2014) highlights the efficacy of online resources, particularly movies, in augmenting students' motivation and cultivating a penchant for in-depth study. Technology, particularly the internet and computers, engenders heightened engagement by infusing learning with relevance and nurturing the improvement of higher-order thinking skills. These multimedia platforms facilitate the creation of authentic learning environments, captivating students' interest, and ultimately rendering the process of English acquisition more pleasurable.

The benefits extend beyond students. Technology can also motivate teachers, as suggested by Hennessy (2005). This shared enthusiasm fuels a shift towards a more modern and engaging learning environment. However, it is crucial to remember that technology is an instrument, and its efficiency depends on teacher guidance. As Lee (2001) emphasizes, effective Computer-Assisted Language Learning (CALL) fosters a more active learning approach in students, boosting their confidence and encouraging independent thinking. Teachers play a crucial role in encouraging and supporting this development. Information and Communication Technology (ICT) offers a wealth of benefits for both learning and teaching. Costley (2014) highlights the role of ICT in facilitating student access to vast amounts of information, empowering them to become more independent learners. Technology also assists teachers in managing learning materials effectively to optimize language skill development. The shift towards student-centered learning, facilitated by technology, necessitates a change in teacher roles. As Riasati, Allahyar, & Tan (2012) suggests, teachers must become guides and facilitators, supporting students in navigating this positive change in the learning landscape. Technology empowers students to engage in extensive independent work, fostering collaboration and interaction with peers, ultimately leading to a richer learning experience through broader information gathering (Gillespie, 2006).

Warschauer (2000) identifies two key benefits of integrating technology into the language classroom. Firstly, technology can enhance student engagement through cognitive learning approaches. This fosters a more meaningful learning process, allowing

students to build knowledge based on their individual learning styles and prior understanding. Secondly, technology facilitates a social learning approach by providing opportunities for interaction that mirrors real-world scenarios. This empowers students to apply their acquired knowledge in everyday situations. Eaton (2010) further emphasizes the value of computer-mediated interaction in language learning. Such interaction not only facilitates language acquisition but also prepares students for face-to-face discussions and broader online participation. Technology, as Zhao (2013) suggests, acts as a bridge, connecting students with a wider network of collaborators, ultimately enriching their learning experience.

Rodinadze and Zarbbzzoia (2012) highlight the role of technology in providing students with rapid access to global learning resources. This prepares students for the demands of the future, both in their personal lives and professional careers. Technology acts as a powerful facilitator, propelling the world of education forward.

Technology has a positive impact on students' motivation and engagement. According to Baytak, Tarman, and Ayas (2011) study, students find technology-integrated learning to be more informative and enjoyable. They feel more at ease and less bored, indicating that technology helps create a more dynamic and interactive learning atmosphere. Overall, students' motivation levels increase, they engage more with the content, and there is greater interaction as a result of technology.

Research by Mouza (2008) and Gilakjani (2013) pointed out that technology-driven collaboration between students and teachers provides valuable benefits. Technology allows students to share their technological knowledge. As it was reported that technology can boost confidence and enhance learning. Students might have more freedom to experiment with technology, which resulted in a deeper learning comprehension. This joint exploration creates a cooperative learning atmosphere for students and educators alike.

In relation to learning a foreign language, Asare et al. (2023) state that incorporating technology into English instruction at the college level can greatly enhance language learning, student involvement, motivation, access to learning materials, and digital literacy skills. However, successful implementation requires thorough planning and continued support. Indeed, technology integration in English language teaching can enhance teaching and learning, and support the extensive use of technology by teachers in the classroom. Understanding the advantages and drawbacks of technology integration in language education is crucial for successful integration and implementation (Riasati, Allahyar, & Tan, 2012). In particular, integrating Web 2.0 technology in language classrooms offers more meaningful learning and produces high-quality human resources with 21st century skills (Halim & Hashim, 2019). Technology integration in English teaching and learning enhances basic skills development, but effective integration requires conscious planning and careful consideration of student needs (Günüç, 2017).

Lee et al. (2020) have revealed that ICT-integrated literacy instruction positively impacts on the development of English learners' literacy as compared to traditional methods, with learning context and outcomes playing significant roles in the variance in effect sizes. They support the use of educational technology in literacy instruction, regardless of different literacy outcomes, pedagogy used, teaching methods, learning

context, and grade level. Another study by Maulana-Magiman, et al. (2016) investigates teachers' perceptions of the contribution of technology use in English classes. The research results reveal that English teachers have a positive attitude towards the integration of learning technology in their language classes. Technology effectively can help them to have good control over their teaching and encourages meaningful learning.

Even though ICT has beneficial effects, its integration into language teaching presents a range of challenges to teachers. These challenges stem from various factors including teacher attitudes, resource availability, and pedagogical considerations. As reported by Yang and Huang (2008) that teachers face personal and informational concerns when integrating technology, with many using it primarily for preparation rather than in-class activities. Taghizadeh and Yourdshahi (2020) reported that teachers' lack of pedagogical and technological knowledge, insufficient training, and limited support from educational institutions are significant barriers to technology integration for teaching young learners. Christ, Arya, and Liu (2018) found that teachers struggle with lesson management and engagement when incorporating technology, indicating a need for improved teaching methods and better selection of technological tools. Herdina and Ningrum (2023) reported while teachers perceive a positive impact of technology on learning, however they are hindered by inadequate technology facilities, slow internet connections, and a lack of skills in using technology effectively. This is similarly reported by other studies (e.g., Ramorola, 2013; Taghizadeh & Yourdshahi 2020). The integration of ICT in education is limited by the lack of emphasis in university syllabuses (Halima, 2016). While benefits of technology integration include improved language skills and independent learning, some challenges faced by teachers include the rapid pace of technological change, high costs, and the availability of technology (Rintaningrum, 2023). Groff and Mouza (2008) recommend that the individualized inventory for integrating instructional innovations framework should identify the potential barriers early to help increase the success of technology integration. Technology tools are essential in language classes, but their integration is challenged by the need for better utilization to enhance learning abilities.

The assimilation of ICT in language learning has become increasingly prevalent, offering new opportunities for enhancing learning outcomes. However, this integration is not without its challenges, particularly for learners or students. For instance, there is a concern about students becoming overly dependent on technology, which may also limit face-to-face interactions between teachers and students (Andrei, 2017). In applying technology, students face challenges due to their limited English proficiency and lack of training on how to effectively use ICT for language learning (Ramorola, 2013). They also encounter issues with accessing ICT tools and developing the skills needed to utilize these technologies effectively in language education (Christ, Arya, & Liu, 2018).

The exploration of technology's role in language learning reveals valuable insights. A positive and supportive learning environment, by integrating technology, emerges as crucial for enriching the educational experience. It is evident that educational technology should complement teaching and learning rather than replace traditional teaching methodologies. Hence teachers still take central roles in integrating technology into foreign language classroom to produce systematic strategies for effective

implementation. Considering the advantages of technology in education, education institutions must ensure its integration in foreign language teaching and learning exceeds mere device usage. However, scholars advocate for prioritizing language skills over technical intricacies and teachers should obtain adequate resources and technical support. Undoubtedly, educational technology can provide student learning engagement, hence teachers have important roles in utilizing technology for enhanced learning outcomes. In summary, the challenges of incorporating ICT in language teaching are diverse, including classroom management, student engagement, resource accessibility, technical proficiency, infrastructure, and teacher attitudes, and these require comprehensive support and professional development initiatives.

3 Conclusion

This paper has reviewed the important roles of educational technology in foreign language learning. We have emphasized that strategic integration of technology into language learning is critical to support 21st century education. By employing digital technology, teachers can address students' diverse talents, foster their curiosity through authentic means, and foster the important benefits of collaboration. ICT undoubtedly can support all four language skills when it is combined with engaged design thinking. Importantly, online learning provides teachers and students flexibility and exposure beyond classroom limitations. The dynamics of technology has provided a modern teaching method to maximize the potential of students. Strategic implementation and ongoing curriculum synchronization must be aimed at optimizing resources to the maximum.

The modern educational technology has developed a new trend in learning foreign language to be more efficient. When this educational technology is adopted wisely as a learner-centered partner rather than as a substitute, it can facilitate students to develop their abilities without hindering the real development of their language skills. For this reason, educators or teachers should follow a practical guidance for using educational technology and technical supports to guide their students carrying out learning with more confidence.

Foreign language learning using modern technology has marked the emergence of technological capacity to revolutionize traditional learning models when its use is guided by rights, empathy, and ethics. Undoubtedly, sustainable learning with modern technology is a shared priority that demands ingenuity, collaboration across borders, and ensuring no one is left behind today's interdependent world. Overall, with open-mindedness and shared effort, the horizons of language pedagogy can be broadened for everyone. However, the challenges of integrating technology in language education must be overcome to reap the potential benefits of ICT in improving language teaching and learning.

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