

The Information Technology's Impact on English Learning

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Abstract

Learning English could be greatly enhanced by Information Technology (IT). The function of IT in the context of learning English is covered in this article, along with topics such as multimedia-based learning, communication and cooperation, e-assessment, and independent learning. To gather the most recent data regarding the function of IT in English language learning, a literature review methodology is employed. The study's findings demonstrated that IT makes learning resources easily accessible, helps with English language learning applications, enhances the quality of learning with multimedia content, permits international communication and teamwork, makes evaluation and feedback procedures easier, and promotes independent learning. In summary, information technology significantly enhances the process of learning English.

INTRODUCTION

Proficiency in teaching English language skills, including speaking, reading, writing, and listening, is required of lecturers. The skills are separated into two focuses, theory and practice, in accordance with the curriculum followed by the institution where this research was conducted (Zein et al., 2020). However, with the present advancements in information system technology, lecturers are challenged in this activity to effectively impart theoretical material, particularly in linguistic and literary clusters. The resources that are available online can be used as teaching aids by lecturers.

It is important to recognize that not all instructors and students use information technology as a teaching tool, and some of them are still not very proficient with it. Under this particular environment, information technology (IT) has created new avenues for English language learning through increased accessibility to materials, heightened engagement, and global student collaboration (Kabilan & Jafre, 2010).

Only printed books and restricted learning materials found in libraries and classrooms are available as resources for learning English (Ghafar, 2024). But because to IT advancements, students can now quickly and easily access a wide range of online resources for learning English. They have access to English-language audio and video, scientific publications, e-books, and videos online. These resources offer a variety of current and different information that might enhance their comprehension of English, in addition to complementing the subject covered in class.

Students with strong digital literacy abilities will attempt to locate or pick relevant information, as well as comprehend, express, and transmit ideas in the digital realm (Azzahra & Amanta, 2021). Thus, digital literacy abilities will enable pupils to think, communicate, and operate more effectively, resulting in learning success. There are numerous advantages to professors and

students who use information technology vs those who do not. Furthermore, the integration of information technology into academic life on campus has the potential to improve overall educational quality (Fadilla Aprianti, 2022). The ease of communication between instructors and students, the ease of accessing information and literature, and the rising differences in the usage of learning resources are examples of evidence supporting this.

Aside from access to learning resources, IT also offers dynamic and engaging English learning applications (Ukkas, Cahyadi, & Nurabdiansyah, 2019). Many tools and software are expressly created to help people improve their English skills. The program includes a variety of elements such as grammar, vocabulary, listening, and speaking exercises. Students can use this software on their smartphone or tablet to learn English anytime and anywhere. This allows individuals to practice English on their own timetable, without being restricted by physical or time constraints.

In addition, IT enables the creation of multimedia-rich English language learning content (Fansury, Rahman, & Jabu, 2021). Learning materials like graphics, videos, audio, and animation can make learning more engaging and dynamic. For example, by watching movies, students can understand how daily English is used in real-world settings. They can listen to native speakers' English speech and observe the matching facial expressions and body motions. This helps pupils understand the context and right tone in English (Minalla, 2024).

Furthermore, IT facilitates contact and collaboration among students all around the world. Students can communicate with native English speakers or other English language learners via email, online forums, or distance learning platforms. They can practice speaking and writing in English in a realistic and authentic manner. Students can improve their listening and speaking comprehension abilities by communicating with native speakers, and cooperating with other students broadens their learning experience by exposing them to new viewpoints and cultures.

Furthermore, IT facilitates the assessment and feedback process in English learning. Teachers might utilize specialized software or learning platforms to deliver assignments and examinations online. This enables teachers to grade student work automatically or semi-automatically while providing quick feedback. Students can obtain more effective and rapid feedback through electronic media, allowing them to better understand their English strengths and shortcomings and discover areas for improvement.

IT also promotes autonomous learning in the English language (Suryadi, 2021). Students can use technology to learn English independently. With a variety of online tools at their disposal, students can access study materials, exercises, and assessments independently. They can learn at their own pace and review tough material as many times as necessary. Furthermore, English learning programs with particular features like as study reminders, scheduling, and progress tracking can help students organize and manage their time more successfully (Haryadi, Utarinda, Poetri, & Sunarsi, 2023).

REVIEW OF RELATED LITERATURE

Technology's Positive Impact on Learning, Communication, and Writing Skills

Technology has had a significant impact on our lives; indeed, it has altered the way we live. Living conditions have improved as a result of technological advancements. The use of technology in education has made the process of language acquisition more efficient. The greatest impact of technology on education is the shift in our perspective on the world. Technology may support the shift from local to global thinking, resulting in tremendous change. Its reach is personal, national, global, and, in many cases, limitless. Tablets, laptops, and smartphones allow students to attend lectures online and take exams anywhere and whenever they want (Raja & Nagasubramani, 2018).

During the epidemic, online programs had to demonstrate that students needed to have good communication skills. Teachers also tried to ensure that pupils were familiar with the material in the same way that they would be in class. Three communication skills, reading, writing, and listening, which are considered the most important for students, were enforced, even though these skills are sometimes taken for granted because they sound too simple. Teachers urged students to keep their cameras turned on so they could see their students while they worked online.

Technology has helped students improve their communication skills. During this time, it is noted that students can improve both their written and oral communication skills by utilizing technology under the supervision of their teacher. Research indicates that computer-based writing is the most effective way for students to express themselves. Having access to Wikis, Blogs, and chats, as well as using them to write, allows students to express themselves without fear of what others may think or say aloud in class. Our learners have access to a wide range of resources to improve their writing skills (Abdel-Hack & Ahmed Helwa, 2014).

Some of the advantages of technology are:

1. **Motivation and Accountability:** As learners improve their skills, they become more motivated. This similar characteristic holds learners accountable. They cannot underperform their work because it is automatically documented and graded.
2. **Convenience:** Most adults do not have time to attend their classes during the day because they work, however asynchronous learning allows them to attend the session whenever they have time. The internet has made this possible. Their online testing has also proved to be beneficial. (Balla, 2022)

The Use of Technology by Students with Special Needs and Gifted Students.

The internet has become a valuable tool for students with disabilities, providing them with access to convenient educational programs and timely information. They are not left behind in class, allowing them to attend classes, receive information, and feel at ease with the teachers' directions. Teachers can now employ technology to recognize and synthesize human speech, eliminating the need for paper and pen in the class. Adaptive computing technology enables the use of digital tools to simplify difficult tasks (Arsham, 2002).

Classroom technology can enhance personalized learning for gifted students. Teachers can use technology to provide gifted kids with higher-level topic content, diversified learning experiences, and personalized instruction to meet their unique learning needs and keep them engaged. Technology can boost talented students' interest in knowledge and promote self-directed learning, allowing them to take control of their education. Self-directed learning provides gifted kids with vital life skills such as problem-solving, critical thinking, and self-awareness.

The Advantages of Teachers Using Technology

Technology was used to cover educational gaps and promote innovative teaching methods. Teachers can now employ high-tech tools for conferences and online communication. For those with difficulties or special needs, technology can assist teachers and students by providing universal tools to all types of kids.

Discover free materials: One advantage of online teachers is that they may obtain a wealth of useful information at any time, even if they are busy or need to complete lesson plans in minutes. Another benefit is that they do not need to pay for workbooks.

Teachers save time: Prior to the adoption of technology, teachers would spend a significant amount of time developing lesson plans and grading papers. They can now access already prepared lesson plans. There are apps and systems available to grade student work, which can save even more time. Teachers have extra time for class discussions and mini-activities. Online learning and classroom technology can save time by sharing lessons and resources with students without the need for writing on the board. However, there are some downsides and negative effects to consider. (Balla, 2022)

METHOD

The method utilized to write this article was a literature review. A literature review is the act of gathering, assessing, and assembling material from credible sources that is pertinent to the topic under consideration. In this scenario, a literature review is conducted to gather data and information about the role of information technology in promoting English language learning.

First, the author searches for reliable materials, such as scientific publications, reference books, and websites about the use of information technology in English learning. This search was performed using relevant keywords such as "use of IT in English language learning," "the role of IT in improving English language skills," and so on. The sources used are reliable and credible in the disciplines of English language learning and information technology.

Following the collection of appropriate sources, data and information are methodically examined. The author examines and studies each source's contents, taking note of key points, conclusions, and evidence supporting the significance of information technology in English language learning. The data and information are then organized into related themes or subtopics, such as access to learning resources, learning applications, multimedia-based learning, communication and cooperation, e-assessment, and independent learning.

Next, the author arranges the studied data and material in accordance with the established article structure, which includes an abstract, introduction, methodology, results, and conclusion. The introduction portion discusses the history and significance of learning English in the age of globalization, as well as the function of IT in the context of learning English. The technique section describes how this article's research approach, a literature review, was employed.

ANALYSIS AND DISCUSSION

Access to Learning Resources

IT has greatly improved students' access to English language learning resources (Nurchaili, 2011). Students can now easily and quickly access a variety of study materials in English, such as ebooks, journals, videos, and audio. In the context of English learning: IT plays a vital role in giving access to a variety of learning resources.

One of the primary benefits of IT's quick and rapid access is that students may receive the most up-to-date instructional resources. Students can immediately access the most up-to-date and cutting-edge learning resources thanks to technology like the internet. They can access the most recent ebooks on grammar, vocabulary, and specific topics in developing English. This allows students to keep up with advances and trends in English study.

Apart from that, IT provides a variety of learning resources. Students have access to a variety of English-language resources, including scientific publications, articles, films, and audio files. For example, online learning systems provide students with access to prominent scientific journals that cover English themes in depth. They can also watch English-language videos and listen to audio created by native speakers or subject matter experts. This allows pupils to sample different learning approaches and obtain a better understanding of English.

Apart from providing students with the most up-to-date and diverse material, IT access enables them to study autonomously. Students can access English study resources at any time and from any location using electronic devices like computers, laptops, or cellphones. They are no longer limited to a set time and place for learning. This allows pupils to study according to their individual requirements and schedules. If they wish to improve their grammar or vocabulary, they may simply find relevant resources and learn at a pace that is appropriate for their ability.

IT also enables pupils to access educational materials in a number of formats. For example, English-language movies and audio can assist students enhance their listening and speaking skills. They can observe and hear native speakers speak in ordinary language, recognizing acceptable tone, vowels, and facial expressions. These multimedia-based materials help students grasp context and proper English usage.

Overall, IT plays an essential role in giving easy and quick access to a variety of English learning resources. Students can use IT to access current and diverse learning materials, allowing them to continue growing their English knowledge and skills. In a variety of English learning situations, IT access increases students' learning experiences and allows them to obtain a deeper understanding of English.

English Learning Application

Applications and software designed exclusively for studying English have become popular and effective methods of enhancing students' abilities (Kurnia et al. 2018). The application uses information technology (IT) to deliver a variety of exercises and features aimed primarily at improving English grammar, vocabulary, listening, and speaking skills. The main benefit of this program is its ease of use, which allows students to practice English at any time and from any location using their smartphone or tablet.

"Duolingo" is a popular English learning app. This application offers a variety of interactive and engaging tasks. Students can obtain grammar exercises on tenses, parts of speech, active and passive phrases, and other sentence patterns. Aside from that, this app offers vocabulary drills on a variety of topics, including food, family, nature, and more. Students may also access listening tasks through the app's audio, which requires them to listen to and interpret conversations or instructions in English. This application also has a voice recording tool, allowing students to practice speaking in English and compare their voices to the examples offered.

Aside from that, there are other apps that offer comparable functions. Some applications include interactive exercises that use gamification, or the use of game elements in learning. For example, the program "Memrise" provides several English courses with a range of learning approaches, including vocabulary exercises with gamification. Students can participate in challenges, gain points, and level up by effectively completing exercises. This not only makes the learning process more entertaining, but also motivates students to keep studying and developing their English skills. The primary benefit of English study apps is their ease of use and versatility. Students who download this software to their smartphone or tablet can use it at any time and from any location. For example, individuals can use the application to practice English during their free time while traveling or waiting. Additionally, the app's capacity to track student progress enables students to monitor their own growth. Some applications allow students to see statistics such as the number of exercises performed, their success rate, and their rating in comparison to other users. This gives pupils more motivation to keep improving their English skills.

Based Learning

Multimedia Multimedial-rich English learning content improves pupils' comprehension of language ideas. Images, video, music, and animation can be incorporated in learning materials to make them more entertaining, interactive, and understandable through the use of information technology.

First, the usage of visuals in English learning content allows students to visualize the concepts being taught. Images can convey a clear and definite visual representation of a specific noun, adjective, or context. Pictures, for example, can be used to illustrate common objects like tables, chairs, and cars. Students can quickly correlate words with corresponding items by looking at pictures, which helps them acquire vocabulary and how to use these words in English.

Furthermore, videos have emerged as a highly effective medium for English learning content. Videos can depict scenarios and discussions in English that people meet in everyday life. Students can see and hear native English speakers use the language in real-world situations by watching videos. It teaches pupils about intonation, facial emotions, bodily gestures, and proper English communication skills. Videos can also be utilized to demonstrate procedures or steps in grammar or sentence structure classes, allowing students to grasp these topics more easily.

Aside from that, audio is a significant component in English learning content. Audio can demonstrate proper pronunciation of words and phrases in English. Students can listen and practice accurate pronunciation by following the examples provided. Aside from that, audio is used to give a variety of listening activities, such as everyday conversations, news stories, and interviews. Listening to and understanding the audio can help pupils improve their English listening comprehension skills.

Communication and Collaboration

Students can communicate and collaborate with native English speakers or other English students from all over the world using information technology (IT). This provides students with an excellent opportunity to practice speaking and writing English in a practical and authentic manner.

Online communication platforms are one of the most common ways for English learners to connect and collaborate. Students can communicate with native English speakers via email, online forums, or instant messaging tools. This allows students to practice speaking and writing English with native speakers. Interacting directly with native speakers allows students to improve their listening and speaking comprehension abilities, extend their vocabulary, and gain confidence in communicating in English.

Aside from engaging with native speakers, IT enables students to collaborate with other students studying English all around the world (Lestari et al., 2019). Students from various cultural and linguistic backgrounds can participate in joint projects, conversations, or group assignments using distance learning platforms or online collaborative tools. This gives students with a diverse and enriching learning experience by allowing them to obtain a new perspective on English and the cultural diversity that comes with it. Students can help one other strengthen their speaking and writing skills by interacting and providing comments.

In addition, there are unique platforms for teaching and learning English that allow students to connect with native speakers or students from other countries. For example, Tandem, a chat-based program, connects students who wish to study English with native speakers or other speakers who want to learn their language. In this setting, students can immediately practice their speaking and writing skills with other English learners, while also providing criticism and assistance.

The primary benefit of communicating and collaborating via IT is that students can engage in more realistic and authentic language contexts. They can practice utilizing common language, encountering different dialects and communication styles, and dealing with problems that may arise

during encounters with native speakers. This allows students to improve their natural language abilities and boosts their confidence in utilizing English in real-world situations.

Independent Learning

Information Technology (IT) has enabled students to learn English independently (Anam, 2020). Students with access to internet resources can establish their own learning speed and repeat challenging content as many times as necessary. This allows students unlimited freedom and control over their learning experience.

Furthermore, by utilizing IT, students can review difficult subject as many times as necessary. Students can use online tools like interactive activities or English learning apps to practice grammar, vocabulary, and language skills. They can practice activities or learning modules until they are confident and grasp the content completely. This helps pupils increase their understanding of English and strengthens their language abilities.

In addition, IT enables access to a wide range of English study tools. Students can gain access to English-language e-books, journals, educational websites, videos, and audio created by native speakers or subject matter experts. With these diverse resources, students can select learning materials that are relevant to their interests and requirements. They can investigate themes that interest them, gain a better understanding of a specific issue, or broaden their vocabulary in an area of interest. These materials help students learn English in a way that is relevant and meaningful to them.

CONCLUSION

Information technology plays an important role in boosting English language acquisition. IT students contribute to the effective acquisition of English knowledge and skills by providing access to learning materials, learning apps, multimedia-based learning, communication and collaboration, e-assessment, and independent study. Appropriate and focused use of technology in English language instruction can boost students' motivation, extend their horizons, and prepare them for problems in an increasingly linked global environment.

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