ALSYSTECH
Journal of Education Technology

e-ISSN : 2988-442X
p-ISSN : 2988-4403

Index : Dimensions, Scilit, Crossref, Garuda, Semantic, Google Scholar, Base, etc

https://doi.org/10.58578/alsystech.v2i3.3253

EXPLORING THE INTEGRATING TECHNOLOGY IN ELT CURRICULUM

Rahma Wahidha & Absharini Kardena
UIN Sjech M Djamil Djambek Bukittinggi, Indonesia
rahmawahidha23@gmail.com; absharinikardena@yahoo.co.id

Article Info:

Submitted:	Revised:	Accepted:	Published:
Jun 17, 2024	Jun 20, 2024	Jun 23, 2024	Jun 26, 2024

Abstract

The curriculum must be purposefully arranged and divided into distinct programs in order to fulfill the nation's educational goals, which have been set by the Indonesian government. A major factor in determining what should be included in an educational curriculum is technology integration inside the curriculum. It is necessary to conduct research studies that examine the extent and effectiveness of technology integration in Indonesia's English curriculum. Because of this, it's imperative that instructors look into effective ways to incorporate technology into English curricula and stay up to date on the latest technological developments that can improve language acquisition. This work's primary research methodology is research library, which comprises a careful review of relevant books, articles, and research papers. The purpose of the English curriculum and how it may be applied to improve language instruction in indonesia

Keywords: ELT Curriculum, Technology Integration, Educational Program

AlSysTech is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

INTRODUCTION

In order to accomplish particular learning objectives, the curriculum includes the intentional interaction of students with instructional content, tools, resources, and assessment techniques. It includes the course material (syllabus), teaching methods (strategies), and additional components, such beliefs and organizational standards, that influence how the school runs. To satisfy the national educational goals set by the Indonesian government, the curriculum must be purposefully arranged and structured into distinct programs. Since Indonesia's founding, there have been eleven curriculum revisions: the curriculums from 1947, 1964, 1968, 1973, 1975, and 1984; the curriculums from 1994, 1997, the competency-based curriculum from 2004, the curriculum from 2006 for schools; the curriculum from 2013, and the new Independent curriculum. The revision, evaluating, and enhancement of the previous curriculum serves as the main defense for curricular modifications. When creating a curriculum, goals, materials, resources, learning activities, and evaluation should all be taken into account because they function as the the basis upon which the curriculum was built. The government needs to understand the actual situation of the Indonesian educational system as it is implemented in classrooms in order to build a well-developed curriculum (Sulistyani, 2018).The usage of technology in the curriculum helps determine a lot of what should be included in educational programs. Over the past few years, technology has become increasingly significant in the development of English curricula. Thanks to the integration of technology into the English curriculum, students now have the resources they need to succeed in the modern workplace.

Digital literacy, critical thinking, problem-solving, and communication abilities are highly valued by employers. Curriculum designers can employ technology to create engaging online dialogues, multimedia presentations, and digital storytelling. allow pupils the opportunity to refine and enhance their abilities.Lately, technology has also had a significant influence on education, particularly on the creation of English language courses. (Healey & Warschauer, 1998) Make the case that technology can help students become more autonomous and improve their language learning. Additional academics have examined the use of multimedia in language training and found that it can improve student motivation and engagement (Jan Plass & Dorothy M. Chun, 2000). A vast array of digital tools is now available to learners to aid them in their quest for language mastery. The curriculum needs to be updated regularly to reflect the changing needs of the world. swiftly. This means that curriculum designers need to consider technology while developing

English curricula. Technology-infused English curricula can help students develop the skills needed for success in a rapidly changing environment and better prepare them for the challenges of the twenty-first century. They are also preparing for a future that will be more dynamic and uncertain and in which technology will be essential. The abilities and qualities that students acquire in the classroom will be essential to their success in the workforce. Educational resources and digital tools improve the classroom atmosphere and make teaching and learning more engaging. It is anticipated that the design of language curricula will be thoroughly considered in order to enhance learning. A curriculum designer should determine the required results. who, in turn, ought to go backward to identify teaching methods that let pupils reach those goals (Al-Mahrooqi & Troudi, 2014). It is expected of teachers to be well-versed in information technology, to apply it skillfully, to recognize the role technology plays in accomplishing objectives, and to continually adjust to advancements in the area (Yuyun, 2018).

Because of this, it's imperative that educators look into effective ways to use technology into the development of English curricula and stay up to date on the latest technological developments that can improve language acquisition. This article's goal is to Examine how technology has impacted English curriculum design and how it may be used to enhance language learning in Indonesia.

Theoreotical Overview

The theoretical foundation of this study has been reinforced by reviewing various significant studies. While definitive solutions may be elusive, research provides valuable insights into the appropriate use of technology. Examining the evolution of educators' and students' attitudes and utilization of technology over time offers a perspective on how computers are employed in education and suggests engaging activities that foster student motivation and facilitate learning. In today's world of rapid technological advancement, the use of ICT in education has become increasingly important because it can improve educational outcomes, foster 21st-century skills, and prepare students for a society driven by technology. A number of crucial factors come together to make the successful integration of technology into the curriculum possible. To begin with, infrastructure plays a critical role in guaranteeing that teachers and students have access to technology. Excellent and dependable computer hardware, software, and internet access are necessary for effective ICT integration. The potential advantages of technology in education cannot be

fully realized without a strong infrastructure. Second, effective ICT integration depends heavily on teacher professional development. Teachers must possess the knowledge and skills necessary for their use in the classroom. Training programs, workshops, and ongoing support are essential for equipping educators with the skills needed to integrate technology tools and digital resources into their courses. When teachers are proficient and confident in their use of ICT, they can engage students and encourage richer learning experiences. Curriculum design is another significant factor that influences the integration of technology. Curriculum design should be developed with ICT integration goals in mind and make use of technology's potential to improve learning outcomes. Instead of being exploited for its own sake, a well-designed curriculum makes sure that technology is used in a useful and pedagogically sound way. The direction of the integration process is greatly influenced by ICT policies. These regulations give decision-makers a framework for allocating resources and establishing implementation plans. ICT policies that are effective address issues including funding, infrastructure development, teacher preparation, creation of digital material, and evaluation methods. By putting defined policies in place, stakeholders and educational institutions can achieve an organized and sustainable approach to ICT integration. Understanding the theoretical underpinnings of ICT integration in education is essential to creating effective policies and practices. Educational institutions can encourage effective technology integration by taking into account components including infrastructure, teacher professional development, curriculum design, and the role of ICT policies. Decision-makers, educators, and other interested parties can use these theoretical underpinnings as a starting point to develop efficient regulations that facilitate the smooth integration of technology into the Indonesian English curriculum, ultimately improving academic standards and equipping students for a digital future.

Regarding the comparative analysis of ICT policies, the chapter by (Kozma, 2008)can provide insights that contribute to the efficient integration of technology in the Indonesian context:

1. Comparative evaluation of ICT policies: This chapter evaluates ICT policies in different educational settings, shedding light on the factors influencing the ease or challenges of integrating technology into the curriculum. Thisanalysis can guide the development of effective policies in the Indonesian context.
2. Policy implications: The chapter discusses how ICT policies impact curriculum development and teaching practices. Investigating Kozma's analysis can assist in

formulating regulations that promote the inclusion of technology in Indonesia's English language curricula. It is important to review the key points, challenges, and recommendations raised in the chapter

3. Contextual considerations: The chapter explores the contextual factors that influence the implementation of ICT policies in diverse educational contexts. By evaluating the elements covered by Kozma, it is possible to consider their relevance to Indonesian culture. This helps curriculum designers understand the specific challenges and opportunities when integrating technology into the English curriculum in Indonesia
4. Best practices and lessons learned: The chapter provides examples of best practices and insights derived from ICT policies implemented in various countries. Examining these instances allows curriculum designers to draw relevant conclusions for the Indonesian context, including effective strategies for integrating technology, overcoming obstacles, and leveraging the benefits of ICT in education

As emphasized in Hubbard's paper, learner training is essential for efficiently implementing computer-assisted language learning (CALL). The researcher can look at Hubbard's observations on the significance of giving students guidance and help to maximize the benefits of learner training as well as the implications for English curriculum design. The results can help Indonesia build learner training programs and integrate technology-enhanced learning activities, improving the overall efficacy of the English curriculum.

Regarding theoretical investigation into the incorporation of technology in Indonesian English curriculum design, Chun and Plass' (2000) work provides the following insights:

1. Multimedia networks: This chapter examines the benefits of using these settings to learn a second language. It makes it possible to look into the possible advantages of including these kinds of settings in Indonesia's English curriculum, emphasizing gains in student engagement, motivation, and language learning results.
2. Technology integration: The chapter highlights how crucial it is to incorporate technology into language instruction. Finding solutions for effectively integrating technology into English instruction becomes achievable by looking at the methods and approaches covered in this chapter. It is possible to talk about specific instances of

networked multimedia tools, platforms, or apps that can be used in an Indonesian context.

3. Learner motivation and autonomy: This chapter offers insights into how learner motivation and autonomy might be fostered in networked multimedia settings. This conversation can focus on the ways that technology encourages self-directed learning, allows for customized learning, and improves student cooperation. It also emphasizes how important it is to use technology into the English curriculum in order to boost students' interest and involvement.
4. Educator guidelines and theoretical frameworks: Talking about guidelines and frameworks that help with the use of networked multimedia environments. It is possible to provide a strong theoretical framework for integrating technology into curriculum creation by examining how these recommendations fit with the theoretical underpinnings of language learning and the Indonesian English curriculum.

METHODS

The study recommends applying a descriptive qualitative methodology. This work's primary research methodology is research library, which comprises a careful review of relevant books, articles, and research papers. This approach offers a comprehensive analysis of past studies and scholarly discussions regarding the use of technology in the creation of English language curricula and instruction. It facilitates the identification of patterns, issues, and best practices pertaining to the use of technology in language acquisition.

RESULTS AND DISCUSSION

The literature review is summarized in the findings and discussion section, which also highlights the key concepts and advancements regarding the integration of technology into English curriculum development. It talks on how students' autonomy, motivation, and engagement—as well as their ability to acquire languages—are impacted by technology. The findings demonstrate that using technology offers several benefits, such as enhanced learner engagement, better access to digital resources, and better language learning experiences. Technology has revolutionized language learning by providing students with greater access to digital resources. Online dictionaries, language-learning applications, and

interactive websites offer instant access to vocabulary, grammar explanations, and language exercises. For example, businesses like Duolingo, Babbel, and Rosetta Stone provide interactive language courses that use gamification techniques to engage students and make learning enjoyable. Technology improves learner engagement and motivation in addition to increasing resource accessibility. The prizes, badges, and progress tracking that gamified language learning applications provide inspire language learners to keep going on their language learning path. Through social media platforms and language exchange websites, language learners can engage in meaningful interactions with native speakers of other languages, fostering cross-cultural learning and language practice. Examples of such platforms are HelloTalk and Tandem.

Recognizing the role that multimedia plays in language learning is also crucial. Students can access authentic audio and video content through learning possibilities on digital platforms, which enhances their listening and comprehension skills. YouTube channels like "FluentU" and "Easy Languages" offer real videos with interactive features and subtitles to help with language learning. By using technology, language learners can benefit from a dynamic and interactive learning environment. Language learning management systems (LMS) or learning platforms such as Moodle and Canvas provide a central site for collaboration, access to course resources, and interactive language learning activities.

Implication for curriculum design

Technology use in English curriculum design has significant implications and can significantly affect language learning. This section discusses the elements that curriculum designers should consider when incorporating technology. By looking at the implications, teachers will have a better understanding of how to employ technology to enhance language learning results. Curriculum designers are crucial to ensuring that technology integration meets the goals of language instruction. They have to be very clear about the objectives and goals they want students to achieve through the program. This involves determining the skills, information, and language that children should acquire. By articulating these intended outcomes accurately, curriculum designers may next look into how technology can support and enhance the learning process. Carefully integrating technology into curriculum design is necessary to complement pedagogical notions and theoretical frameworks that support language learning. The ideas and techniques that

promote effective language training, such as communicative language teaching and task-based learning, must be considered. Technology should be employed as a tool to promote these educational goals rather than as a means to an end. Curriculum designers can ensure that language learning outcomes and experiences are enhanced by incorporating technology in a way that adheres to recognized theoretical frameworks. See how technology can be specifically used into curriculum design by looking at the examples below. Curriculum designers can use online interactive exercises and quizzes to teach grammatical rules and language ideas. Software and applications for language learning that provide personalized feedback and adaptable teaching strategies may be used by the instructor. Immersion virtual reality environments and simulations can generate opportunities for authentic language use and cultural study. Video conferencing tools and online collaborative platforms can help language learners interact and communicate with each other. These illustrations demonstrate how technology can be thoughtfully integrated to enhance language instruction and create engaging learning environments. By embracing technology and carefully incorporating it into curriculum design, teachers can increase the opportunities for language learning. However, it's imperative that technological integration be approached with a clear understanding of the intended outcomes, alignment with pedagogical principles, and consideration of efficient teaching methods.

Challenges and consideration

To successfully integrate technology into the English curriculum, a variety of challenges must be addressed for a seamless rollout. The main concern is making sure that every student has fair access to technology, accounting for variations in internet availability and device accessibility outside of the classroom. Schools can bridge the digital divide by establishing computer labs, providing equipment loans, or collaborating with local organizations. Curriculum designers can also incorporate offline activities and resources for students whose home technology access is limited.Careful pedagogical consideration is necessary for effective technology integration. Instructors ought to assess how technology aligns with pedagogical approaches and English learning objectives. Rather of taking the place of traditional teaching and learning techniques, technology should be utilized to enhance them. For example, teachers can create engaging language lessons, host online discussions, or support group projects. A balance between digital and analog learning experiences is essential to ensuring that technology supports existing teaching approaches.Teachers' ICT proficiency has a big impact on successful integration. They

need to be skilled in troubleshooting, digital tools, and internet resources. Educators can enhance their technical proficiency and establish connections with fellow experts through various professional development programs and initiatives such as webinars, workshops, and collaborative communities.The way teachers see technology in the classroom has a big impact on how effective it is. Addressing their problems, providing them with resources and assistance, and highlighting the benefits of technology for language learning are all necessary for successful integration. Teachers can become more confident and motivated if they are encouraged to view technology in a positive and forward-thinking way.Successful technology integration into the English curriculum requires addressing access gaps, pedagogical problems, teacher ICT competencies, and fostering positive attitudes toward technology. In order to equip educators with the necessary abilities and understanding for effectively incorporating technology into language learning, it is imperative that they obtain continuous professional development and teacher training.

Analysis of ICT policies comparatively

A comparison of ICT policy across different educational environments clarifies the consequences for developing curricula. This section examines the factors that lead to the effective integration of technology into the curriculum and instructional practices while analyzing the policy implications of ICT integration. It also highlights international best practices and lessons learned, considering how applicable they are to the Indonesian context and how they could operate as a guide for developing effective regulations for integrating technology into English language instruction.

A number of factors are taken into account when examining ICT strategies. Infrastructure and technological accessibility rank first and foremost in importance. Device availability, adequate internet access, and technical support are necessary for a successful implementation. Ensuring that all students have equitable access to technology resources, irrespective of their geographic location or socioeconomic background, should be a priority in the policy-making process. The implementation of teacher preparation programs and professional development are essential elements of an ICT policy. It takes a certain set of abilities and expertise for teachers to successfully integrate technology into their class plans. Teachers who complete extensive training programs that focus on both technical skills and pedagogical strategies can maximize the use of digital tools and resources at their disposal. In order to make teachers feel more competent and confident utilizing technology,

communities of practice and other continuing opportunities for cooperation and support can be beneficial. ICT integration influences policy in many ways, not the least of which are infrastructure and teacher preparation. The curriculum itself needs to be adaptable and cognizant of technological advancements. It ought to consider the evolving needs and expectations of today's digital learners. Curriculum designers need to consider how technology can be integrated into a variety of subject areas, including English language instruction, in order to enhance learning outcomes and foster 21st-century skills like critical thinking, collaboration, and digital literacy. It is possible to find important concepts that can be applied to the Indonesian context by studying ICT policies that have been effectively implemented in other countries. For example, countries with a track record of effectively incorporating technology into education, such as Finland, Singapore, or South Korea, can offer valuable best practices. These countries have focused on developing comprehensive laws that address infrastructure, teacher preparation, curriculum alignment, and evaluation practices. Policymakers can develop comparable policies that are tailored to Indonesia's educational system by examining their experiences.

Learner Training and Technology-Enhanced Learning

To effectively use computer-assisted language learning (CALL), English curriculum design must take learner training into account. In order for language learners to completely benefit from the use of technology, it is imperative that teachers provide guidance and support. By preparing students with the necessary techniques and abilities, teachers can increase the effectiveness of technology-enhanced learning experiences. One of the most crucial concepts in learner training is learner autonomy. Independent learners actively engage in the process of acquiring new knowledge on their own. Technology may greatly enhance learner autonomy by providing chances for autonomous and customized learning. For example, interactive language platforms, online dictionaries, or language learning apps allow students to explore personalized learning paths and practice language skills at their own pace. Learners consequently develop greater levels of independence, motivation, and engagement. Teachers' direction and support are crucial to ensuring that students use technology for language acquisition in an efficient manner. Teachers can provide comprehensive guidance on how to use online resources, evaluate the worth of digital resources, and use language learning tools. Educators can utilize technology to assist students in setting objectives, monitoring their advancement, and thinking back on their learning experiences. In order to give students the ability to take charge of their own

learning and make wise decisions, learner training is integrated into the English curriculum. A range of learning activities aided by technology may be included in the English curriculum. Teachers could assign online discussions where students interact with classmates from different cultural backgrounds in order to help students improve their language skills and intercultural competency. Through the use of immersive virtual reality experiences and virtual simulations, students can take an active role in their education. By using digital storytelling technologies, students can express themselves creatively and more effectively through the creation and sharing of multimedia narratives. These examples demonstrate how technology can be utilized to create dynamic and interesting learning environments that support language acquisition. Last analysis Technology-enhanced learning and learner training must be taken into account while designing the English curriculum. Teachers can take advantage of technology's benefits for language learning by guiding and supporting their pupils, encouraging learner autonomy, and using technology-enhanced learning activities. It's critical to understand how technology may boost language proficiency, empower students, and promote independent and individualized learning.

Educators' Recommendations

The next section focuses on providing teachers with concrete recommendations on how to effectively use technology into the English curriculum. However, the use of technology must align with the learning objectives of the curriculum and maintain a balance between digital and analog learning opportunities. Teachers should place the utmost importance on making their English courses accessible and including digital resources. This entails utilizing online language learning platforms, interactive multimedia materials, language learning applications, and virtual libraries. With the use of these tools, students can enhance their language proficiency through a range of real-world materials, interesting exercises, and self-directed learning possibilities. Technology-rich classes should be developed by educators in order to promote participation and engagement. Students can work on multimedia projects, create digital presentations, engage in online discussions, and take part in virtual language exchanges with native speakers. These tasks develop critical thinking, computer literacy, and communication skills in addition to improving language ability. The English curriculum ought to provide opportunities for collaborative learning through the use of technology. Teachers can perform online group assignments, virtual peer editing, or collaborative writing activities using shared online documents. Through these activities, children are encouraged to work together, provide constructive criticism,

and share knowledge with one another. This fosters a sense of community and helps kids develop the collaborative skills they will need in the future. Technology is necessary, but it's also important to balance technology-based and non-technological learning experiences. When and how they use technology, teachers should exercise discretion so that it complements and enriches traditional teaching methods rather than totally replacing them. Teachers can fully utilize technology by implementing it carefully, all the while honoring the benefits of face-to-face interaction, hands-on learning, and actual in-class experiences by limiting students' access to devices and internal language. Access to technology that is egalitarian is a crucial component. Teachers can overcome inequities by providing alternative offline activities or allowing devices in the classroom.

In light of these conclusions and insights, a variety of ideas and efforts can be proposed to Indonesian lawmakers, educators, and stakeholders by putting these recommendations and initiatives into action. These include:

1. Make infrastructure development investments to guarantee equitable access to technology and internet connectivity for all schools and communities.
2. Establish comprehensive, ongoing professional development initiatives for educators with the goal of enhancing their digital literacy and pedagogical comprehension of technology integration.
3. Design an English curriculum that supports the development of 21st-century skills and language learning objectives while carefully and meaningfully integrating technology.
4. Establish explicit policy frameworks that provide guidance and support for the integration of technology, considering matters such as finance, the development of infrastructure, teacher training, the production of digital material, and assessment methods.
5. Encourage collaboration and partnerships among governmental agencies, educational institutions, industry players, and communities to achieve a well-coordinated and sustainable technology integration strategy.

CONCLUSION

Technology holds great promise for improving English language instruction and preparing Indonesian students for 21st-century difficulties. Successful models of technology integration have been built by countries such as Singapore, Finland, and New

Zealand, through their strong ICT infrastructure, comprehensive teacher training programs, and learner-centered pedagogies. Indonesia may consider these lessons and adjust its policies in light of them.

Clear policy frameworks covering funding, infrastructure development, teacher preparation, the production of digital content, and evaluation procedures are necessary to steer technology integration. Communities, political organizations, educational institutions, and industry stakeholders will all benefit from collaboration and partnerships that will foster a coordinated and sustainable approach to technology integration. By implementing these recommendations, Indonesia may promote high-quality education, employ technology more frequently in the English curriculum, and provide students the tools they need to thrive in the digital age. By cooperating with a shared vision and focused effort, Indonesia can successfully traverse the changing educational landscape and ensure that students are prepared to thrive in a more connected and digitally advanced world.

Educators need to continuously do research and create new strategies for incorporating technology in order to improve language instruction. Subsequent research endeavors ought to focus on devising effective methods for integrating technology into the curriculum and remaining up to date with advancements in technology related to language learning.

REFERENCES

Al-Mahrooqi, R., & Troudi, S. (2014). Using technology in foreign language teaching. In Rahma Al-Mahrooqi and Salah Troudi (Ed.) (pp. 1–24). Newcastle: Cambridge Scholars Publishing.

Ammade, S., Mahmud, M., Jabu, B., & Tahmir, S. (2018). Integrating technology in English language teaching: global experiences and lessons for Indonesia. International Journal of English Linguistics, 8(6), 107

C.I. Büyükbaykal. (2015). Communication technologies and education in the information age, Procedia-Social and Behavioral Sciences 174, 636–640.

Chen, A. Y., Mashhadi, A., Ang, D., & Harkrider, N. (1999). Cultural issues in the design of technology-enhanced learning systems. British Journal of Educational Technology,30(3), 217-230.

Chun, D. M., & Plass, J. (2000). Networked multimedia environments for second language acquisition. In M. Warschauer, & R. Kern (Eds.), Networked–Based Language Teaching: Concepts and Practice (pp. 151-170). (Cambridge Applied Linguistics Series). Cambridge University Press.

G. Mosely, J. Harris, K. Grushka. (2021). Design education in schools: an investigation of the Australian Curriculum: Technologies, Int. J. Technol. Des. Educ. 31 (4) 677–695.

Haddad, W. D., & Draxler, A. (2002). The dynamics of technologies for education. Technologies for education potentials, parameters, and prospects, 1, 2-17.

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. Sustainable Operations and Computers.

Hill,H., & Thee, K. W. (Eds.). (1998). Indonesia's technological challenge. Institute of Southeast Asian Studies.

I.O. Biletska, A.F. Paladieva, H.D. Avchinnikova, Y.Y. Kazak. (2021). The use of modern technologies by foreign language teachers: developing digital skills, Linguistics and Culture Review 5 (S2) 16–27.

Keengwe, J., & Kang, J. (2013). Preparing in-service language teachers to design and implement technology-rich curriculum. Education Information Technology, 609–619.

Kozma, R. B. (2008). Comparative Analysis of Policies for ICT in Education. In J. Voogt& G. Knezek (Eds.), International Handbook of Information Technology in Primary and Secondary Education (Vol. 20, pp. 1083–1096). Springer US. https://doi.org/10.1007/978-0-387-73315-9_68

Krewski, D., Andersen, M. E., Tyshenko, M. G., Krishnan, K., Hartung, T., Boekelheide, K., ... & Cote, I. (2020). Toxicity testing in the 21st century: progress in the past decade and future perspectives. Archives of toxicology, 94(1), 1-58.

M. J., & Mishra, P. (2006). Technological pedagogical content knowledge : A framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054.

Mappiasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. English Language Teaching, 7(10), 113-122.

Marek, M. W. (2014). The integration of technology and language instruction to enhance EFL learning. Technology-Enhanced Language Learners Special Interest Group (TELL-SIG) Conference, Providence University, Taichung, Taiwan.

Martin, F., Ritzhaupt, A., Kumar, S., & Budhrani, K. (2019). Award-winning faculty online teaching practices: Course design, assessment and evaluation, and facilitation. The Internet and Higher Education, 42, 34-43

Mattarima, K., & Hamdan, A. R. (2011). The teaching constraints of English as a foreign language in Indonesia: The context of school based curriculum. Sosiohumanika, 4(2).

Mustaeva, G., Kurbanova, M., & Mamajanova, G. (2022). THE PLACE AND ROLE OF USING PEDAGOGICAL TECHNOLOGIES IN LEARNING ENGLISH. Uzbek Scholar Journal, 9, 191-193.

Pajarwati, D., Mardiah, H., Harahap, R. P., Siagian, R. O., & Ihsan, M. T. (2021). Curriculum Reform In Indonesia: English Education Toward The Global Competitiveness. ETDC: Indonesian Journal of Research and Educational Review, 1(1), 28-36.

Philip hubbard. (2019). Computer assisted language learning and teaching. International Journal of Computer-Assisted Language Learning and Teaching, 9(3), 13.

Sulistyani, U. N. L. (2018). The Importance of Needs Analysis in a Language Curriculum Development: An Evaluation to 2013 Curriculum.

Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. European Journal of Educational Research, 9(3), 967-977.

Walker, A., & White, G. (2013). Teachers Using Technology. In Technology Enhanced Language Learning (pp. 137–151). Oxford: Oxford University Press.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. Language Teaching, 31(2), 57–71. https://doi.org/10.1017/S0261444800012970

Yuyun, I. (2018). Curriculum and Technology Design: A Course to Explore Technology Applications in EFL Curriculum Design.Journal of ELT Research, 3(1), 78. https://doi.org/10.22236/JER_Vol3Issue1pp78-86