Benefits and Implications of Integrating Technology in EFL

Teaching and Learning

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Monograph

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Fabio Leonardo Bustos Solano

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Specialized Analytical Summary

Title	Benefits and implications of integrating technology in EFL teaching and learning
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Keywords	Education in EFL an ELT Technology for teaching English Virtual environments Methodologies for didactics in EFL Teaching and learning foreign languages
Description	Monograph
Sources	Primary Sources: 40 Secondary Sources: 22 Tertiary Sources: 51
Contents	Las Tecnologías de la Información y las Comunicaciones (TIC) pueden traer a la enseñanza y al aprendizaje del inglés beneficios tales como: habilidades de comunicación, creatividad y motivación para que los estudiantes aprendan una lengua extranjera. Por otro lado, trae consigo implicaciones como: la falta de conocimiento en el uso de las TIC y la carencia de equipos tecnológicos en las aulas de clase. Dada la amplia gama de material disponible sobre este tema en todo el mundo, se seleccionaron referencias principales de autores que analizan las TIC en contextos de EFL y ELT. Dichas referencias se examinaron de forma cualitativa extrayendo datos de textos, repositorios y revistas académicas. Diversos estudios, principalmente en Indonesia, Marruecos, Asia y Colombia, revelarán las consecuencias del uso de la tecnología en contextos EFL y ELT, teniendo en cuenta los hallazgos de los autores. La revisión de la

	literatura es un examen de 40 fuentes clave que fueron consultadas y que también tienen énfasis en el uso de las TIC en los campos de EFL y ELT. El propósito de este documento no solo fue resaltar las ventajas del uso de la tecnología para enseñar inglés, sino también algunos de sus posibles inconvenientes identificando los desafíos que los docentes, estudiantes e instituciones deben superar al implementar las TIC en la enseñanza del idioma inglés. En el análisis final, se concluyó que la incorporación de la tecnología en el aula puede inspirar y captar el interés de los estudiantes. Sin embargo, para que la tecnología tenga éxito en el contexto de EFL y ELT, debe diseñarse, planificarse y usarse con experiencia. ***Palabras clave:*** *Educación en EFL e ELT, Tecnología para la enseñanza del inglés, Entornos virtuales, Metodologías para didácticas en EFL, Enseñanza y aprendizaje en lenguas extranjeras*
Research Line	The research line of investigation in this monograph is education and human development; language, linguistic, didactic skills and new communication technologies are the abilities that this line of investigation is focused on. Furthermore, it was chosen because it was important to comprehend how teachers and students use ICT to teach and learn English. It was possible to examine the advantages and consequences of implementing technology in EFL and ELT through different authors' points of view and experiences around the world leading to the conclusions presented in this document.
Conclusions	This document discloses the significance of technology in today's English teaching and learning fields. Intended to enhance English teaching procedures, ICT improves English acquisition by allowing teachers and students to organize, plan, and innovate their lessons with greater effectiveness. Nonetheless, ICT also presents a range of problems that institutions, instructors, and students must face. To sum up, ICT is a valuable ally for enhancing English acquisition, but it also needs a number of components in order to be effective.

Advisor	Magister Edith Lorena Grande Triviño

Abstract

Information and Communications Technology (ICT) may bring to English teaching and learning both benefits and implications. Given the wide range of material available on this topic around the world, top references from authors analyzing ICT in EFL and ELT contexts were selected. These references were qualitatively examined by extracting data from texts, repositories, and academic journals. Diverse studies, mostly in Indonesia, Morocco, Asia, and Colombia, will reveal the consequences of using technology in EFL and ELT contexts, considering the authors' findings. The monograph is an examination of 40 key sources that were consulted and also emphasizes the use of ICT in EFL and ELT fields. The purpose of this document was not only to highlight the advantages of using technology to teach English, but alsosome of its potential drawbacks identifying the challenges that teachers, students, and institutionsmust overcome when implementing ICT in English teaching and learning. In the final analysis, itwas concluded that incorporating technology into the classroom may inspire and grab students' interest. Nevertheless, for technology to be successful in the context of EFL and ELT, it has to be designed, planned, and used with expertise.

Keywords: Education in EFL an ELT, Technology for teaching English, Virtual environments, Methodologies for didactics in EFL, Teaching and learning foreign languages

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Introduction

The impact of the technology boom on society has significantly affected several areas in our daily life, such as communication, entertainment, and education in recent years. In fact, it can also bring several benefits to English language teaching (ELT) and in the English as a foreign language (EFL) context. According to Abunowara (2014), "Educational technologies are becoming increasingly important and promise to change the way students learn and teachers teach" (p. 7). Particularly, National Bilingual Program (PNB) includes the use of technology among its initiatives to improve English language learning in the educational settings in Colombia.

Due to the great contributions the new Information and Communication Technology (ICT) has had in our society, it is necessary to integrate the use of technology into our EFL teaching practice. Certainly, teachers can implement useful technology-enhanced tools and activities that engage students and support their learning experience, however, the lack of knowledge when using technology in the classrooms may affect the teaching and learning processes. Therefore, it is also relevant to consider that teachers and students may face some challenges when applying technology in teaching and learning English.

With this in mind, this monograph aims to explore the benefits and implications of using technology in EFL contexts, by reviewing and discussing ICT implementation in various teaching and learning scenarios to support EFL learning and teaching. To this end, this monograph takes into account specific research studies published between 2017 and 2022, which focus on the implementation of technology in different EFL teaching environments. This report also aims to provide teachers with insights about the advantages of using technology in the educational context of EFL in order to enrich the students' learning experience and enhance their language learning process.

Significance of the Study

Nowadays, the use of ICT in EFL is necessary due to the importance of innovation in education. Therefore, it is pertinent to examine different learning and teaching activities which include ICT tools and support innovative practices in English language teaching. Regarding the role that technology plays in the work of a teacher, Ahmadi (2018) claims that "technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning" (p. 116).

In view of the above-mentioned considerations, it is also relevant to recall the pedagogical practice experience over the past semesters as part of the teaching training in the bachelor's degree in Foreign Languages with emphasis in English at UNAD. During this pedagogical practice, class observation and taught English lessons were carried out at three different state schools located in Bogota and Soacha, including two face-to-face institutions and one virtual school. In general, teachers used ICT in EFL English lessons relatively sparingly, and some students showed a lack of interest in their virtual learning environment. In particular, most of these institutions do not have enough technological resources and most teachers do not have good ICT skills, thus, they were still using traditional classroom activities, such as printed worksheets and dictations. For this reason, it was found significant to analyze the relevance of integrating technology in EFL classrooms.

Furthermore, teachers should seek new and modern strategies that can lead to better academic results in the field of EFL learning and teaching. Nevertheless, some teachers need training on the use of ICT tools in classroom settings. Therefore, one of the aims of this monograph is to report significant practices of technology integration in ELT, so that EFL teachers can increase their knowledge in ICT implementation. Learning materials, instructional

arrangement of learning, and communication are all examples of ICT's use in education. Today's instructors need to be familiar with the fundamentals of ICT in order to deliver engaging and innovative lessons (Salem & Mohammadzadeh, 2018).

The use of different web tools and ICT resources focused on English language learning, including websites, apps, game-based platforms, interactive presentations, and video conferencing platforms, among others which can strengthen students' academic performance. As a matter of fact, technology has become more powerful every day in the education sphere. For instance, E-Learning is the most popular online second language learning approach in Malaysia, where students have reported motivation to enhance their English learning process through the use of E-Learning tools (Haron et al., 2015). Certainly, the use of technology in the classroom encourages pupils to become independent researchers and learners (Chacko, 2015). Consequently, having in mind how important ICT is in the field of education, and the benefits it brings to both teachers and students, it is relevant to integrate technology into the EFL teaching and learning contexts.

Statement of the Problem

The impact of the English language on our society carries a huge responsibility for EFL teachers. According to the Ministry of National Education (MEN, 2022), the National English Program Colombia Very Well (2015-2025) aims to improve the quality of education and enhance students' proficiency in English as Foreign Language. To this end, among its initiatives, it is important to strengthen digital teaching skills and support infrastructure and technology.

English teachers deal with a variety of difficulties, including students' demotivation, few ICT resources available, and teachers' creativity when designing class activities. Students might feel unmotivated in their English class, in fact, they require motivation in their English learning process, and it is the teacher's responsibility to innovate and develop more engaging and didactic activities with the use of ICT tools. As previously mentioned, pedagogical practices experience demonstrated that teachers were not including ICT as an ally to transform the way in which English was being taught. These challenges can be faced with ICT implementation in order to improve English language teaching practices. Even if classes are virtual or face-to-face, technology can help, not only teachers but also students, due to its huge variety of possibilities.

The level of English in Colombia is an area of concern, when it comes to observing the low results students have in some standardized and international tests. This topic becomes even more relevant to address when we review the last results of the English Proficiency Index (EF-EPI, 2022) performed by the International Language Teaching company Education First, through its standard English test which rated Colombia in 77th place among 100 countries. This result confirms that teaching and learning processes encounter some weaknesses and need to be reviewed. Thus, it becomes relevant to address the way technology can contribute to improve teaching skills and student academic performance.

Generally speaking, technology becomes a crucial topic to be addressed when teaching English. In order to get more effective outcomes in the acquisition of English, it is vital to seek for creative solutions to both teaching and learning that enable students and instructors to make effective use of technology. Nomass (2013) supports this idea by stating: "It is indispensable to take advantage of the modern technological facilities in aiding the task of English language education" (p. 111).

All these aspects lead to generate the following research question: What are the benefits and implications of integrating technology into the EFL learning and ELT processes?

Objectives

General Objective

To identify the benefits and implications when using technology in EFL and ELT through a literature review on recent research studies in order to contrast and interpret the way in which technology supports and impacts foreign language acquisition.

Specific Objectives

To classify the benefits of technology in seven different categories in the context of EFL and ELT through different experiences shared by authors who have also investigated this subject around the world to get an integral framework of such benefits.

To define the four main implications or challenges of using technology in EFL and ELT contexts, through the literature review revision to comprehend how technology has an effect on English language acquisition.

To provide some insights and recommendations based on some technological tools for teaching and learning English that may encourage teachers to integrate technological tools into their EFL classrooms.

Literature Review

This chapter will outline the theoretical foundations of four distinct topics while providing pertinent data on the impact of ICT in the EFL and ELT areas. The theoretical framework is based on the new way of learning with technology, the influence technology has on learning a second language, the improvements it might bring to the EFL and ELT, and finally, the virtual learning environments that have taken up a significant portion of the daily routine of English teachers. Briefly stated, this chapter introduces the monograph's primary topic by demonstrating the enormous influence that ICT has had on education, particularly in the EFL and ELT fields.

Theorical Framework

Subject 1 - Technology Impact on the EFL and ELT Fields.

ICT has become an important part of human development, Alkamel & Chouthaiwale (2018) defines ICT as "a different set of technological tools and resources that are used to communicate, create, spread and manage information" (p. 30). With this in mind, it can be understood that technology may help in human progress by facilitating communication among society. In contrast, according to Kessler (2018), the existing possibilities available to language instructors today for utilizing technology to improve language acquisition might be a challenge. If not handled properly, the vast array of ICT resources may be perplexing for both teachers and students and it may result in internal struggling that causes confusion in the EFL and ELT fields. In fact, only when technology is applied correctly, it can have a beneficial influence on the teaching and learning English fields.

In particular, remote learning materials are employed to improve teaching and learning possibilities (Sabiri, 2020). Looking back twenty years, education and in particular the teaching of English was dependent on written materials, workshops, and examinations in which students did not have enough participation. The lack of innovative materials might affect the motivation of students. According to Ratminingsih et al. (2018), the use of interactive games based on ICT contributed to the students' enthusiasm to study English, which resulted in higher learning outcomes. As an illustration, nowadays English is being taught in virtual settings. Many academies have embraced this method of teaching English, and the use of ICT has made it feasible. In brief, as a consequence of the need for innovation in the EFL and ELT disciplines, ICT has assisted institutions in developing innovative methods of teaching and learning English.

Currently, it is undeniable that technology has appropriated many aspects of human life including communication, entertainment, and education. A rising number of potential solutions for improving teaching and learning inputs, processes, and outcomes have been made available by the proliferation of ICT tools in language learning and teaching (Pardede, 2012, as cited in Nazara, 2019). For this reason, teachers must understand and use ICT into their teaching strategies since both technology and education are advancing. It would be unwise to stick with conventional methods while ignoring the new resources available for teaching English. Azmi (2017) affirms that "the use of instructional technology and ICT in particular in the English language classroom can improve and optimise students' language acquisition and substantially motivate them to continue their learning" (p. 111). In general, for teachers and institutions, the use of ICT has evolved into a need that cannot be ignored.

As a matter of fact, how computers and the internet can be used to increase education's effectiveness at all levels, in both formal and non-formal settings, has received a lot of attention

in recent years (Ciroma, 2014). Nowadays, communicate in English has become a must, this is why several apps and websites have been developed for suppling this necessity of learning English. As mentioned before, due to the simplicity of downloading and installing applications that supplement formal education, students may now study at school and expand their knowledge through technology. Mobile technology, which offers a fresh approach to teaching, is one of the most alluring technologies. It has progressively been introduced into education in recent years (Gangaiamaran & Pasupathi, 2017). To sum up, applications to teach and learn English are a positive and efficient way to enhance the procedures in the EFL and ELT fields.

For applying ICT in EFL and ELT teachers must know the three types of knowledge required following the TPACK (Technological Pedagogical Content Knowledge) a graphic representation created by Mishra and Koehler during the years 2006-2009 *(see Appendix A)*. It is a methodology that illustrates the connection among the three fundamental knowledge areas that a teacher must master before implementing ICT: knowledge of the subject matter, knowledge of pedagogy, and knowledge of technology. The following statement will help highlight a better understanding of TPACK and its significance in the EFL and ELT fields:

> "In order to help EFL teachers integrate modern technology into their EFL classroom, EFL teachers need to understand better the fundamental elements that may foster technology integration. Technological Pedagogical Content Knowledge (TPACK) is a framework for understanding the varied forms of knowledge necessitated by EFL teachers to integrate ICT in their teaching". (Aniq & Drajati, 2019, p. 95).

As stated in the TPACK, instructors must comprehend how ICT functions in the fields of EFL and ELT; in order to do this, it is required to at least have a fundamental understanding of

software and hardware. *(See table 2 for a better definition of these concepts).* Teachers must be proficient with particular hardware and software in order to comprehend the options available to them and to effectively use them in a variety of curricular areas (Voogt & McKenney, 2017). If teachers do not have enough knowledge about how technology works, probably the attempts to apply ICT in EFL and ELT will fail due to the lack of knowledge and experience teachers currently have. By and large, it can be said that ICT requires more than devices and technological resources, it requires experience and training for teachers to be successful.

The TPACK also highlights the importance of the subject knowledge, in this case English as a foreign language. The modern teacher must be able to create their own professional work strategies, be prepared to implement numerous pedagogical tools, and make decisions while carrying out complicated pedagogical challenges (Jabbarov, 2018). With this in mind, ICT demands instructors to be highly knowledgeable about the topic they are intended to teach, in addition to having an accurate understanding of technology. The implementation of ICT is necessary as mentioned in Voogt et al. (2018) "Whether education is regarded from a utilitarian perspective as preparation for work or more holistically as developing the full potential of human beings, it must change in response to broader societal change" (p. 2). In short, In order to improve and achieve greater outcomes in the EFL and ELT fields, education must change like other spheres of human progress have done with the use of technology.

Subject 2 - Technology Enhanced Learning.

Technology Enhanced Learning or TEL is the term used to describe the use of technology in teaching and learning (Cullen, 2022). Indeed, making use of technological devices such as computers, tablets, smartphones, and so on can be pondered as a stout use of technology in education, the truth is that this is just the tip of the iceberg. It is a fact that technological devices are part of the ICT field in education, and those tools must be laid out so that teachers and students have enough resources to work with. Surprisingly, in these days and age, there is still a lack of technological devices around the world in schools and institutions, principally in the low-income societies.

Currently, kids, adolescents, and adults are involved with technological devices all the time, it is common seeing people on the street with their vision focused on a smartphone. This phenomenon has also reached students, teachers and schools; students nowadays are more tech-savvy than ever before, and they interact with technology frequently throughout the day (Cullen, 2022). All of the aforementioned facts are true, and they are notable just by observing people in their daily routines. In view of the previous facts, it is crucial to integrate technology into education because it has already established itself as an indispensable component of modern life. Thus, TEL is a remarkable topic to consider in this monograph due to its scope in education and EFL.

To make the learning process more engaging, and motivating for promoting self-directed learning, students must work with various technologies (Kalniņa et al., 2019). TEL contributes to education by innovating the approaches used in the classrooms, the mixture of technology with traditional methods conduct pedagogy to new perspectives and naturally to original and newfangled approaches that bestow teachers and students with advanced-guard methodologies in

the field of education and EFL. As can be seen, it is indubitable that ICT and TEL must take part in the procedures of education in order to enrich the mechanisms for teaching and learning in schools around the world.

Personal lessons, which some students choose to enroll in when they find it difficult to study in a group setting, are another way that ICT may contribute to and improve EFL and ELT fields. The fast growth of ICT has made a variety of ways for achieving the customization of learning available in recent years (Xie et al., 2019). Personal courses may be an ideal way for teachers and learners to connect through ICT so that they can have more effective communication during their lessons in EFL and ELT, which can benefit from personal connection with students. ICT may assist instructors by providing them with new resources for grabbing students' attention. As an example, consider e-books that allow readers to incorporate audio and video files as well as text. To sum up, information and communication technologies, personality-oriented technology, and creative and exploratory approaches may all be combined thanks to the new textbooks and ICT (Minamatov & Nasirdinova, 2022).

The use of computers can also enhance the EFL and ELT areas due to its wide range of possibilities, for instance: computers, tablets and smartphones. The attitudes of EFL students toward language learning and instruction are positively impacted by ICTs, students feel more effective in school, are more motivated to learn, and have more self-confidence and self-esteem after implementing computer-based instruction (Siswandi, 2017). As can be seen, ICT helps with one of the most challenging facets of teaching English, which is motivating students. In fact, ICT has the potential to significantly improve academic outcomes in the way of better student´s grades when applied effectively, which indicates their value in the EFL and ELT disciplines.

Given these points, motivation can be increased by using computers and technological devices in the classroom if they are used properly by teachers and students.

Although technology helps teachers and students to communicate effectively, it may also be problematic when used in EFL and ELT since it has the potential to alter how students are taught. The innovative ways that language teachers employ technology in the many classrooms throughout the world improve language learning, but they are also changing it (Motteram, 2013, as cited in Al-Kadi, 2018). In contrast, the changes that ICT may bring to EFL and ELT may not be considered as unfavorable, instead they might be seen as a new and effective method of teaching a foreign language that aids teachers to improve the EFL and ELT fields. With the intention of innovating and creating new methods for teaching English, ICT can be an excellent tool not only for teachers but also for students to enhance procedures in the classroom and outside it.

Another improvement ICT brings to EFL and ELT is the fact of enhancing vocabulary acquisition in students by giving teachers and students enjoyable tools such as: games, E-books and videos, which are an attractive way for learning new words. According to Taj et al. (2017) technology has been proven to be useful in the teaching of vocabulary; the potential for presenting vocabulary in several glossaries and media has significant ramifications for vocabulary learning. Provided that technology has more ostentatious tools to present the vocabulary with images, videos and stunning presentations, students can now comprehend new words in the target language with simplicity. To put it differently, combining traditional and contemporary approaches can result in more effective ways to teach vocabulary to students who have access to ICT in their acquisition of a second language.

Subject 3 - Applications for English Language Learning.

In the present time, there is a tool called mobile apps, this mechanism is covering a huge part of human development due to its scope in different fields of entertaining, personal relationships, education and so on. Mobile applications (apps) are becoming an essential component of learning, including learning a foreign language. This process is known as mobile learning (m-learning), by encouraging independent and active learning, it expands e-learning (Kacetl & Klímová, 2019). At the end of the day, almost everybody has taken part of mobile applications in diverse moments of their lives, in addition, people use apps for working, studying and interacting with others. In brief, m-learning can be a methodical tool to teach English all around the world on account of its assorted possibilities.

The importance of using m-learning emerged by reason of finding new methods for teaching and learning in education; uninteresting tools and lack of ideas to prepare classes forced teachers to update their pedagogical approaches in order to make them better. Equally important, motivation is part of the EFL context, students may find learning a new language so challenging that they give up quickly throughout the learning process. Recent studies show that young kids are using mobile devices far more frequently, people enjoy utilizing these gadgets so much that they become enthused about it (Gangaiamaran & Pasupathi, 2017). In the long run, M-learning is part of the new generation of teaching and learning; it is not avertable, and it has become an essential piece of human development.

Multiple prospective resources that provide teachers with fresh ideas for teaching English come to mind while addressing M-learning, EFL instructors are constantly considering new ideas and ways to be more precise in order to ensure that students comprehend the language's core ideas. Learning materials can now be accessed by a wider audience thanks to podcasts, mobile

applications, blogs, and electronic books which means learning is no longer limited to fixed venues (Behera & Purulia, 2013). As has been noted, m-learning is an impressive tool that may support the EFL field by coming up with great aids to the educational sphere.

A sizable portion of human attention has been taken over by apps on smartphones due to the rapid advancement of technology in daily routines. One of the most alluring advantages of utilizing apps in EFL and ELT is the fact that it motivates learning. Apps are used in education to improve the opportunities for interaction with students, create interactive classrooms, and so on. Gamlo (2019) affirms that "Motivation is central when learning a language. Consequently, diverse educational strategies are implemented to encourage a broad understanding of the importance and nature of language learning; especially when students are required to learn English" (p. 49). In the hope that all students can access ICT devices such as computers and smartphones, classes could be more interactive and thus more motivating for students. In either case, the adaptation of apps in EFL and ELT can bring motivation for learning a second language if used properly.

Many people admit they cannot imagine living without their mobile phones due to how common they have become in our everyday lives (Makoe & Shandu, 2018). ICT is not only a helpful tool for teaching English, but it is also a crucial component of communicating and enjoying every day. ICT may be utilized in education to innovate and provide engaging content for students. An improved attitude towards learning from students is anticipated to help in the development of other abilities, such as reading comprehension, which will also improve their performance on standardized tests (Guaqueta, 2018). To sum up, ICT can motivate students to reach their academic goals by providing them with interesting alternatives to learn and comprehend the topics of the class.

Numerous applications have been created in recent years as a result of the significance of virtual connections in this fast-paced world. These apps have helped with business, communication as well as with education. According to Zboun (2021), nowadays, nearly all students have enrolled in online courses where they must attend lectures online, do exams, and perform all additional tasks utilizing applications such as Zoom, Google Meet, and others. Generally speaking, as a result of the growth of technology which has pushed humans to use ICT, almost everyone had or is using technology in their daily life, which produces a huge demand for companies to create and improve existing apps for learning English and other abilities. Overall, there is a grand chance that someday in the future ELT and EFL become more dependent on ICT than ever before, and this will force teachers to implement ICT in their classes to be in the current trend of the modern world.

Subject 4 - Virtual Learning Environments.

Pererva, et al. (2020) described virtual learning environments (VLE) as "a self-contained computer based online environment enabling interactions between instructor and learner" (p. 340). Virtuality has become one of the dominant tools in education, at the same time, a necessity for creating virtual environments has become a significant priority, for example, nowadays almost all institutions around the world have developed their own virtual campus in which teachers and students interact easily. The use of VLE in education has advanced recently; in fact, many institutions have adopted technology as one of their primary means of communication through the creation of their own platforms where students may browse and stay current on the information provided by their institutions. Overall, virtual environments have provided education with a diverse variety of tools that teachers can take advantage of.

Currently, virtual environments are being used due to its efficiency and scope in the field of education; there are increased tools developed by teachers which are exchanged just by clicking on different links on the internet, everyone has access to these environments easily and mostly for free. A growing number of institutions are adopting the idea of distance learning, primarily for financial reasons, and it undoubtedly allows some people who would not otherwise be able to attend school to do so (Anggraeni, 2014). Thereupon, taking into account the high level of exigency education has in this generation, it is feasible to adopt VLE in the learning and teaching procedures for innovating and supplying teaching with new models and tools that lead to better results in the ambit of education. This can be done by giving open doors to virtual environments for students to access and interact through the internet and its variety of chances.

There are many VLE platforms from simple to advanced environments, and all of them provide teachers and students with an immense variety of possibilities that enhance the learning and teaching experience. VLE tools facilitate communication and collaborative work, give access to resources and materials from the institutions, contribute to grade and evaluate students, and make easier the delivery of tasks and projects in the virtual classrooms. In contrast, for all these advantages to be real, it is needed to have enough materials to work with, such as computers, internet connection and so on. VLE application in education is increasing every day, considering the need for innovation when teaching and learning; this is one reason technologies have become an important part of education. In other words, the use of VLE is inevitable because of its huge covering in education nowadays; advantages are possible if there are enough tools, devices to work with and trained staff to accomplish the goal of VLE in education.

Within educational institutions, virtual learning environments are consolidated. Considering this, it does not seem pertinent to argue against their acceptance (Alves, et al.,

2017). ICT is now highly influencing education either through virtual environments or campuses where students and teachers exchange knowledge. It is undeniable the power that virtual environments have for the organization and planification of institutions to maintain a high level of education. Nowadays, the majority of institutions have ICT practices that support conventional education by providing professors and students with a virtual space where they may communicate more efficiently and rapidly than ever. In other words, those institutions that are not implementing ICTs environments are falling behind with respect to those that do implement it.

To talk about the different ways in which virtual environments can contribute to EFL and ELT, it must be clear the three different types of virtual courses that it covers: asynchronous, synchronous and hybrid online courses. Dung (2020), defines asynchronous as online courses that are not in real-time, students are more self-directed and complete their coursework and projects on schedule. Discussion boards, blogs, email, and other online forums are used for teacher-student interaction. The benefit of asynchronous settings is that they force students to work independently by assigning them tasks and duties to complete, increasing their level of self-responsibility on their obligations. In conclusion, at the university or high school level, when students already have ICT knowledge and can utilize the tools more quickly and effectively, asynchronous settings might be beneficial.

In the other hand, the synchronous environments require more dedication from students and teachers due to the interaction must be in real time. Synchronous learning is a teaching strategy that enables instruction and learning to occur concurrently for both in-person and online learners using computer-mediated communication technology (Wang et al., 2018). Chiefly, synchronous enviroments bring to EFL and ELT the possibility to mix the classroom with

virtuality, which gives an interesting interaction among students and teachers. All things considered, it is possible to conclude that ICT can combine conventional education with contemporary technologies to enable the outcomes anticipated in the classroom and outside of it. By fusing technology with traditional education, student performance and grades may be improved.

Finally, due to their wide range of potential applications, hybrid learning environments are among the most recent strategies to be used in EFL and ELT. Hybrid learning, which combines traditional face-to-face class meetings and online learning, is regarded as the most productive method of learning in numerous areas (Marcelina & Wang, 2023). In order to utilize technology as effectively as possible, a hybrid environment should feature both asynchronous and synchronous moments where students may participate on their own while simultaneously receiving instructor support. The more students and teachers interact with hybrid environments, the merrier due to its significance in the nowadays world in which almost all the communication is via internet. To sum up, use both outdated and contemporary tools EFL and ELT may be simpler for teachers and students alike since students won't have to rely only on their instructors and instead may have access to other resources like virtual environments or the internet.

Methodology

This monograph is based on a qualitative analysis of documentary research, which involved searching widely for resources to gather data on the benefits and implications of utilizing ICT in the fields of EFL and ELT. The main idea of this investigation was to collect experiences and definitions about how technology was being used in Colombia and around the world in terms of teaching and learning English. Likewise, the primary documentary study was centered on forty sources from 2017 to 2022, with other earlier materials considered to support the overall themes of this monograph. The research was developed using data gathered from sources all around the world that were also backed by other sources from other writers, the qualitative analysis being the most appropriate for this research. As a matter of fact, it is also important to mention the definition of qualitative research to support the documentary research done on this document:

> "Qualitative research claims to describe life-words "from the inside out", from the point of view of the people who participate. By so doing it seeks to contribute to a better understanding of social realities and to draw attention to processes, meaning patterns and structural features" (Flick et al., 2004, p. 3).

Given that the primary goal of this paper is to demonstrate the benefits and implications of ICT in the domains of EFL and ELT, the first step was to hunt for 40 significant resources worldwide that support the monograph's general objective. The searching of these resources was done through academic seekers such as Google scholar, universities' repositories around the world particularly in Indonesia, Morocco, Asia, and Colombia having the most significant materials, UNAD repository, academic magazines and so on. Following the discovery of the primary sources, the information was organized using a thematic approach around significant

themes that emerged from the studies that had been amended. Finally, six major categories were identified from the forty sources collected, they were presented and discussed in the result and discussion section of this monograph.

Each of the six aforementioned categories were selected owing to its significance and coherence with the primary goal of the monograph. Correspondingly, the six categories showed different important topics which covered; adoption of ICT in EFL and ELT, traditional strategies of teaching English, the use of apps and websites to enrich the English classes, blended learning, and finally, the implications and benefits of ICT in EFL and ELT fields. In like manner, every point mentioned formerly set up the fundaments of this monograph trying to find a response to the research question and cover this document's general objective. To put it another way, each author mentioned and quoted during this monograph had already investigated the advantages and disadvantages of using ICT in EFL and ELT contexts which gave the monograph several different points of view founded on what institutions, students, and teachers have learned through their own experiences around the world.

After developing the six primary categories included in this document's literature review, more research was conducted to provide evidence for the ideas raised by each of the authors quoted. Indeed, different authors around the world also agreed with the benefits and implications of using ICT in EFL, nevertheless, other authors offered counterarguments in terms of using technology in English teaching and learning. As a result of gathering different points of view from different authors around the world and considering their own experiences, the monograph discloses not only benefits but also issues when incorporating ICT in EFL fields. By and large, regarding the use of technology in English teaching and learning both in Colombia and overseas,

the arguments in this monograph attempted to investigate and discuss the advantages and concerns of utilizing technology in EFL and ELT settings.

It is important to highlight the authors whose contributions were most relevant to the primary 40 sources consulted for this monograph and who were the trailblazers in the field of ICT use in EFL and ELT:

Dr. Khalid Bingimlas from the Prince Sattam bin Abdulaziz University in Saudi Arabia is an author focused on educational technology, science education, web 2.0 and social network. He has explored the challenges and the usage of technology in the classroom since he began working with ICT in education in 2009.

Professor Abbas Pourhosein Gilakjani from the Islamic Azad University in Lahijan Iran is a writer who has investigated about English Language Education in ELT. He has conducted research since 2011 on the use of technology in general English instruction as well as the impact of watching instructional videos on vocabulary acquisition in EFL learners.

Mark Warschauer from the University of California in Irvine is an author who has looked over educational technology and language literacy since 1994. His primary areas of interest have been the use of mobile computers in education, the function of e-books in bilingualism, and autonomous aspects in robot-mediated virtual learning.

Carla Meskill from the University of New York in Albany is a writer who has been involved in language teaching and technology since 1987. She has researched online English instruction and the creation of online platforms for teaching English.

Table 1

More pertinent writers in the field of EFL and ELT

Author	Number of publications	Index h	Author	Number of publications	Index h
Warschauer, M	409	91	O'Dwyer, L.	101	34
Mishra, P.	407	60	Tarman, B.	92	29
Salehi, H.	255	28	Eady, M. J.	87	14
Koehler, M. J.	247	54	Kew, S. N.	52	14
Lockyer, L.	203	38	Wette, R.	46	19
Becker, H. J.	164	55	Ayas, C.	43	9
Ritzhaupt, A.	150	39	Castañeda Trujillo, J. E.	23	5
Cavanaugh, C.	133	34	Peregoy, S.	19	13
Barkhuizen, G.	129	38	Al Mulhim, E.	15	7
Meskill, C.	121	28	Al-Munawwarah, S. F.	14	4
Pourhossein Gilakjani, A.	108	40	Bingimlas, K. A.	13	5

Note. Table created by the monograph's author. For a full listing of the 40 primary writers who are quoted in this monograph, *see (Appendix E).*

Results and Discussion

In this chapter it will be brought to light the findings about the use of ICT in EFL and ELT based on forty primary sources. The quotes chosen in this research covered a period of time between 2017 and 2023. First, the analysis of the studies will be reported by splitting them into six major categories which will expose the benefits and implications of using ICT in EFL and ELT fields. Then, each category will be disclosed for a better understanding of the ICT effects in the teaching and learning English fields. Finally, each category will be discussed and contrasted taking into account the main ideas found by each author in different locations around the world including Colombia.

ICT Adoption in EFL Environments

ICT adoption in Colombia has been a prolonged process due to its variables when being applied in the EFL context, such as teacher training, facilities at schools, and the quality of technological devices. Equally important, in the EFL field, technology has become an innovating and meaningful tool that enriches the teaching and learning environments in the classrooms. Today, ICT incorporates methods to encourage, facilitate, assess, and enhance learning (Perdomo et al., 2022) Having this in mind, ICT may be a vital component for teachers who are trying to teach a second language. Contrary to what teachers think about technology, there is still doubt about how students perceive ICT in EFL; it is necessary to ponder about it because of the importance it has when applying technology in EFL. As shown above, it is not only about the conception of ICT in EFL but also about taking into account the participants and beneficiaries during the implementation of ICT in the EFL context.

To comprehend the concept of ICT, it is necessary to know its definition in the branch of education. According to Livingstone (2012), ICT should be viewed as a tool for delivering education that is either traditional or vastly different, emphasizing soft skills and new digital literacies. The primary objective of ICT in EFL is not to help students to comprehend a second language but to contribute with their cognitive abilities when learning English. Students can use ICT as a tool to identify learning challenges and give answers for difficulties that arise during the learning process. For this reason, ICT becomes an interesting tool to be applied in the EFL context due to its advantages to expand the solving thinking in students. All of the aforementioned factors define ICT as a powerful tool that expands teaching and learning opportunities in today's classrooms when technology has become a necessary component of human growth.

One benefit of ICT in EFL is autonomous learning due to the scope of technology in today's world, where practically everyone has access to the internet and modern gadgets. Besides, in the past, printed books, handwritten tasks, and instructor supervision were the main methods of instruction; it was unthinkable to study a second language with a smartphone at that time. In contrast, teachers are no longer the sole source of information for students nowadays; instead, students have access to the internet to get their questions answered. Students have become more self-sufficient with ICT thanks to its scope in today's society. This is an aspect to be consider by teachers when teaching and learning English; the use of technology can contribute to lightening the load and increase self-learning at schools. In summary, autonomous learning is a benefit ICT brings to EFL in the field of education.

In Colombia, the Universidad Surcolombiana developed and investigation in 2020 whose purpose was to look into student's experiences when using ICT for learning English. The

analysis was done by collecting information through surveys and interviews about their daily life stories at the university. This research was applied to five participants who were studying English at the university in different careers, the first participant described his experience as funnily and effortlessly, the student defined his experience as:

> "I used to go a lot to my neighborhood cyber to play videogames; at that time, dubbing and subtitles were not very common, so I played most of the games in English (or if they had subtitles, I didn't know how to configure their language), games like GTA San Andreas, the Simpson game, and some others made me learn new verbs and understand better the use of others I had already seen at school". (as cited in Perdomo, 2022, p. 151)

Considering that the Universidad Surcolombiana study was conducted only three years ago, and in contrast to the first participant's opinion, others believe that ICT is useless for learning languages like English, for example. One of them affirmed that:

> "It is not the same as having a teacher there, to get out of the doubt, but it is a pleasant experience due to the situation in which we live but because it feels a little bit different, does not it?" (as cited in Perdomo, 2022, p. 153).

According to previous findings conducted at Universidad Surcolombiana in 2020, students' perceptions of ICT in EFL are more favorable than negative, however, there are still quite a number of factors when employing technology in EFL, including the teacher's competence, the students' attitudes, and the institution's technological resources.

When using ICT in EFL there is a vast number of tools on internet that can provide teachers and students with modern resources to teach English, even so, deficient or null devices to work with is a factor to be considered. Before being used in an EFL lesson, ICT tools require

not only the teacher's attention but also financial support from the government (Rojas, 2018). Not modern facilities and low investment in technology at the schools and institutions is a drawback that might affect the use of ICT in EFL. External aspects may influence the implementation of ICT at schools such as poor internet coverage in rural areas, decadent maintenance of technological devices and little financial commitment required to purchase new technology. Surprisingly, instead of advancing on the research for solutions, ICT does not appear to have been a top focus for governmental organizations, at least not in Colombia.

The Ministry of National Education (MEN) defines ICT as a cultural transformation in the way of managing and building knowledge, in teaching strategies, in new institutional configurations, in the roles of teachers and students, and even in the creative way of thinking about education, technology and schools (MEN, 2013). For instance, the national English plan "Colombia very well (2015-2025)" is an initiative added to previous programs to ameliorate the English level in Colombia. In accord with MEN (2022) one of the targets of this plan is to provide institutions with technology supported by ICT tools, with attention to improve the infrastructure in terms of technological devices and applications for EFL field. All things considered show an effort in the adoption of ICT in EFL environments, nonetheless, given the vast and remote rural areas that must be covered, it appears the efforts are being insufficient.

ICT in education is governed by protocols, but it is also important to consider if ICT language education policies are practical in both urban and rural areas (Rojas, 2018). Different from what it might be thought, rural and urban areas are wholly divergent because of its complexity, diversity, and potential wide ranges in technology use in EFL. In fact, applying ICT in a major metropolitan school differs from doing so in a rural school; this must be taken into account while integrating technology in EFL. Teachers in Colombia must work with the tools

they have been provided, which limits the possibilities of using ICT in EFL since there is not

enough investment and the government does not supply the greatest tools for working. In brief,

the inability to innovate and develop new techniques that contribute to a clearer perspective of

ICT in EFL is the reason why EFL is not being supported by technology as it should be

nowadays in rural and urban areas.

Zainal and Zainuddin (2020) argue that "to examine the effects of policy related to

educational programs, it is important for governments to monitor their implementation and

evaluate their effectiveness" (p.174). That is to say, even if technology is presented in the

classrooms, it does not mean that ICT is being implemented in EFL, there are more aspects to be

heedful on such as teachers' training in ICT, institution's facilities, commitment from the

government to invest in ICT and students' attitude to use technology in their learning process. To

clarify, the use of technology in learning English not only depends on devices and high internet

speed but also it depends on training, commitment and cooperation from all the educational staff

and students. As it has been noted, ICT in EFL is a combination between effort, investment,

commitment and attitude from all the individuals involved in education.

After the previous examination, ICT adoption in EFL environments may be understood to

be dependent on a number of factors, not just an institution's willingness to incorporate it into

the curriculum. Because of this, the concepts in the figure 1 can simplify them in an easier way

to be understood:

Figure 1

ICT adoption in EFL analysis
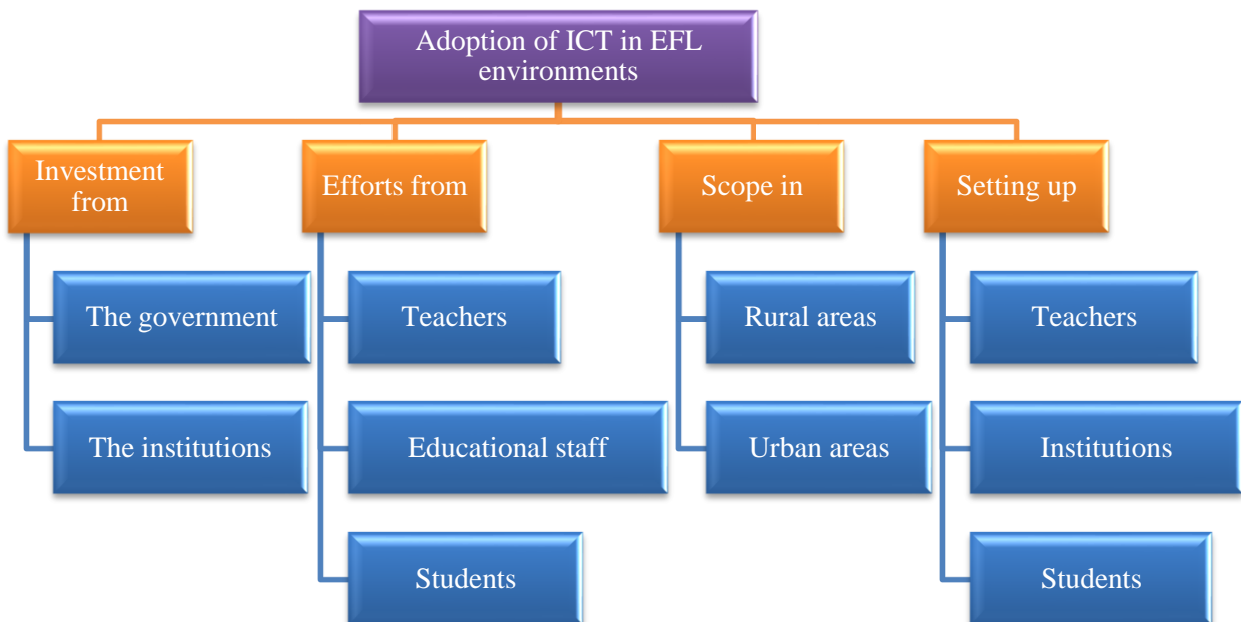
Note. The previous figure shows the ICT implementation in EFL fields, created by the monograph`s author.

Traditional Strategies Enhanced by ICT

With the intention of raising the standard of English both in Colombia and around the world, governments have been searching for cutting-edge approaches to guide their EFL programs and help students score higher on this important subject. The National Program of English, Colombia Very Well, was put into place by the Ministry of Education with the aim of enhancing English teaching and learning with the aid of ICT by 2025 (Rodríguez et al., 2019). As a result of the learning English duty to get higher earnings, communicate with foreign people

abroad, and do international business, EFL has become as important as math, science, physics and so on. Indeed, all the necessities mentioned before have contributed for searching new approaches to enhance EFL in education. All things considered reveal the importance of searching for new approaches that link technology with EFL contexts in order to enhance the methods for English learning.

One of the most well-known strategies for learning English is Task-Based learning (TBL) which gives learners an interactive task to complete and then teachers discuss about the language used to accomplish the task. This kind of approach can be enhanced by being updated with ICT; students have now a lot of systems and interactive technological tools to develop their tasks. TBL is Interpreted by Martín (2020) as a tool for educational purposes; to connect the classroom to the outside world, although it may not always entail real-world problems, these exercises aid in the development of learning methods and language acquisition. In view of the significance of TBL in the EFL processes, ICT can broaden the application of TBL by providing creative and engaging tools. Consequently, the use of TBL in conjunction with ICT tools enhances teaching and learning activities related to English language acquisition. The following reference can be used to discuss some of the benefits of TBL in EFL:

Figure 2

TBL – Powerful learning environment
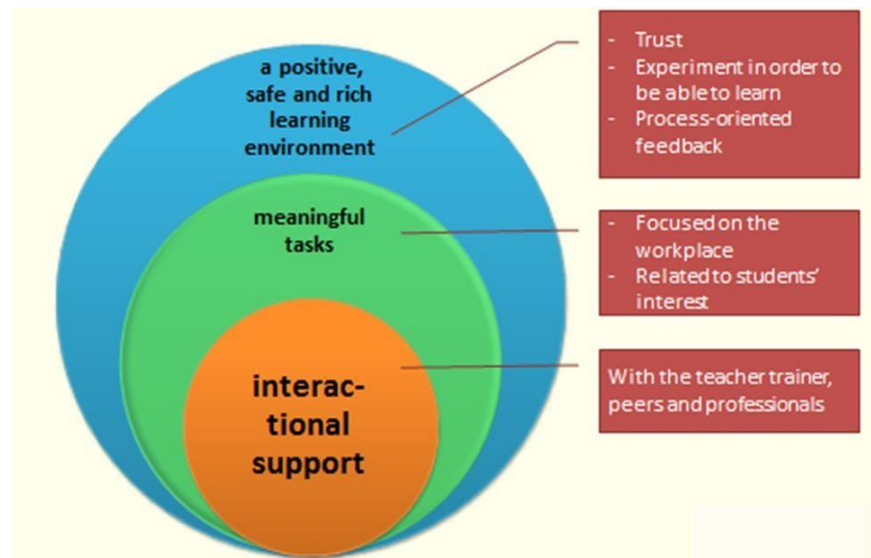
Note. Because of the variety of scenarios it offers, the TBL improves the EFL and ELT fields. Taken from Lamminpää (2015).

At Politécnico Grancolombiano, a project was launched in the second semester of 2018 to combine TBL and ICT to determine how effective technology was in EFL. 341 students who belonged to different careers participated in this project; the students were free to work with the technological instruments they considered most efficient. In fact, teachers also took part in this project by creating virtual rubrics with the instructions students had to follow. This project required students to work independently without direct oversight, therefore self-assessment was a crucial component. Furthermore, the virtual campus was also a tool in which students could support their process to accomplish the tasks required. With this in mind, not only ICT but also self-learning was applied in this project following the main idea of TBL. To sum up, the idea of

mixing old methods such as TBL with new strategies based on technology is not something new, nonetheless, it is an approach that needs more execution from institutions.

The results at Politécnico Grancolombiano demonstrated that not only the mixture of TBL with ICT can bring benefits for learning and teaching English, but also it brings challenges when it is being implemented:

"Although there were students that experienced feelings of frustration, boredom and fear of facing technology, there was a gradual adaptation to it. It was evident that those who were not used to using technology in their daily lives or were not good at following directions and exploring tools by themselves, struggled to learn to use websites and applications to develop routines and independence, and consequently, to do their tasks. However, despite this panorama, most of the students showed gradual interest in developing their tasks even if they implied technical problems or time to understand how they should use and make the most out of tech tools". (Rodríguez et al., 2019, p. 168)

For further details and graphical findings from the investigation at Politécnico Grancolombiano, *(see appendices B and C).*

When talking about ICT methodologies to enhance EFL, the goal is to use technology to improve existing methods rather than necessarily developing new ones. For instance, one of the most complex abilities for students to learn is English writing. López (2017) considers that information and communication technologies are now being used as a tactic to help students who are having difficulty learning so they may enhance their writing skills. Nowadays, technology is empowering human communication, therefore writing skills are increasingly important, this is why the importance of looking for strategies that allow students and teachers to enhance the

course of action when practicing writing skills in English. Writing processes have four stages; planning, drafting, editing and final version (Harmer, 2011). Teaching the previous notion to students can be demanding for teachers, consequently, ICT tools can smooth the elucidation of Harmer's concept by generating didactic steps to be followed by students.

Given the significance of mastering excellent writing techniques, there are several advantages that ICT can bring to EFL field. Technology both employs engaging resources to enhance learning settings and encourages students' imagination, critical thinking, and creativity (MEN, 2013). The aforementioned benefits can be set to work on the development of great methods to teach writing skills, by stimulating students with virtual resources and visual rewards, it will be easier to expound Harmer's concept. Enabling students to utilize ICT instead of paper and pencil opens up new opportunities for engagement and learning since it transforms conventional forms of communication (Lopez, 2017). In a similar manner, the use of blogs has become popular among institutions for developing better writing abilities in students. Given these points, a variety of ICT methods for increasing writing skills is effective and enhances conventional EFL by enriching the methods that teachers are accustomed to use.

Communicative Language Teaching (CLT), another popular method of teaching English, is increasingly being combined with ICT to improve its effectiveness. According to Gustiani (2012) the term CLT refers to a method of teaching a second or foreign language that focuses on student interaction rather than on the end result of learning the target language. The exclusive face-to-face engagement, which confined instructors and students to speaking only in the classrooms existed when CLT did not have technology as an ally to improve its processes. Different from now, CLT has adopted technology due to its necessity to be updated with the new generation of communication. Currently, the society is busy working and studying at different

places all day, so that communication has changed hand in hand with technology. To sum up, ICT currently accounts for a sizable portion of human communication, therefore, CLT must be updated to keep up with the new global communication generation.

Some of the strategies that may be associated with technology are those that are chosen while taking into account the pertinence of creating the EFL class. For instance, in accordance with Pedraza et al. (2017) strategies in EFL are defined as some organized series of actions that are planned for accomplishing a goal in educational contexts. To enhance the strategies used for teaching and learning English, the preceding author also offers a list of those that may be improved using ICT by implementing its advantages to traditional education. The author just presents a few strategies, but it is crucial to emphasize that there are more, the following strategies are mentioned in Pedraza et al (2017). Nevertheless, their definitions are taken from other authors:

Scenario-based learning strategy: it depends less on the acquisition of knowledge and more on "learning by doing" (Schank, 1995).

Task-Based Learning Strategy: it is a method of learning a language that entails carrying out a routine action while utilizing the target language (Büyükkarcı, 2009).

Inquiry Based Learning: It aims to converge the link between student knowledge creation and scientific knowledge generation (Pedraza et al., 2017).

Learning strategy based on Case Studies: a pedagogic technique that involves a narrative presentation of a number of real-life events or issue scenarios with the goal of prompting students to consider their chosen course of action and suggest alternatives (Villavicencio R A, 2013, as cited in Pedraza et al., 2017).

Design-Based Learning Strategy: It has been investigated as a method of involving students so they may enhance their abilities to solve issues in real life and second, so they can reflect on their own learning process (Bencosme, 2014).

Project-Based Learning Strategy: As seen from the constructivist perspective, it is a teaching method in which students develop, carry out, and assess projects that have applications outside the classroom (Blank, 1997, as cited in García, 2012)

Problem-based learning: It is an educational technique that puts the learner at the center and encourages them to undertake research, combine theory and practice, and use their knowledge and abilities to create a workable solution to a given issue (Savery, 2015).

In general terms, all the strategies mentioned above have been used through the last years by institutions and schools around the world, nevertheless, some of them are really old and they need to be modernized. In other words, the EFL field can continue using these strategies but applying ICT on them in order to stay at the forefront of the new generation of teaching and learning. With this in mind, teaching a second language may be more effective by incorporating ICT into the established methods by using computers, smartphones, audios, videos, virtual presentations, online encounters, chats, blogs and so on. Provided that the educational staff can give technological tools to teachers and students, it will be easier to adopt ICT in EFL environments. In the final analysis, it can be concluded that utilizing ICT enables conventional strategies to apply the same principles in novel ways through innovation and creativity. In all modernization plans, as seen in figure 3, technology might be used:

Figure 3

Strategies to enhance EFL with ICT
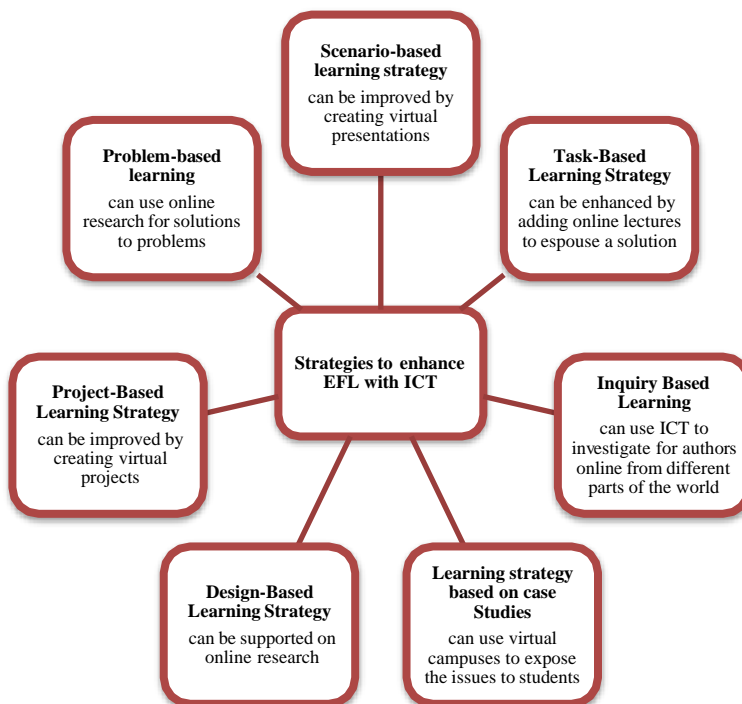
Note. The figure expresses how ICT activities might enhance standard strategies of EFL and ELT fields, created by the monograph`s author.

Apps and Websites for EFL Improvement

With the boom of technology at this time, humans are involved every day in digital platforms, blogs, web sites and so on. Because of this, the traditional mechanisms to teach and learn a second language have changed too. For instance, virtual resources are becoming increasingly prevalent in Colombian institutions every day. Students in Colombian EFL classes are clearly having trouble communicating in English, but thanks to the ICT revolution, there are

many resources available to encourage independent English study, including apps, blogs, and online courses (Martinez et al., 2018). At present, there are finite applications and websites to reinforce the traditional EFL classrooms, in like manner, several of these tech tools are accessible to both teachers and students at no cost. As can be seen, the technological world is accessible but maybe unexplored by education, consequently, the EFL field might not be utilizing all of the advantages that ICT can bring to teach a second language.

Considering the most recent findings of the English Proficiency Index (EF-EPI, 2022), which was conducted by the international language teaching company Education First through its standard English exam, Colombia was ranked 77th out of 100 nations. The previous results demonstrate how difficult is being for students to understand and communicate properly in English, therefore, the necessity to improve the English level in Colombia carries out a great responsibility for the institutions and teachers. To put it another way, the strategies and resources used currently at the institutions are not having the results expected in terms of EFL contexts. This is why, as quickly as feasible, apps and websites must be put into operation in order to stimulate and modernize how students are taught to interact in English. Given these points, at schools and other institutions, English language instruction is not going as it should, and ICT may be able to help save it.

Teachers find it increasingly challenging every day to get their students' attention since they are not paying attention in class or perhaps, they do not see the value in using English in their future lives. Given that most students today are more likely to pay attention to a screen than a board, ICT is useful in the English classroom (Martinez et al., 2018). Applications and websites may eventually take over our lives, not only in terms of entertainment but also in terms of learning a second language. Thus, EFL context must accept and adopt the use of smartphones

and computers into its procedures, nonetheless, this adoption must be gradual and gentle. Zourez (2022) asserts that the use of technology in education demands thoughtful preparation and meticulous execution with relation to the subject of knowledge. In either case, apps and web sites demand responsibility and commitment when being implemented in EFL contexts.

Granted that EFL is requiring new strategies to enrich its efficiency, the computers have become an essential part for teachers to develop and create the classes designs. Due to the exigency of language-technological media interaction, computers must now be used in the teaching and learning of foreign languages (Larenas et al., 2011). Currently, a lot of schools and institutions have created their own virtual campus in order to be connected with students. These virtual campuses support the educational staff's ability to stay linked through synchronous and asynchronous communication by facilitating connectivity, exchanges, and content seeking. The use of computers in EFL must be seen as a strategy that permits students and teachers to exchange information and be in touch, generating a close relationship that allows communication to be more efficient. In the long run, computers have become an indispensable tool in this technological world.

Applications for learning English offer a huge variety of funny and didactic activities which involves games, audios, videos, visual rewards, questionaries, personal feedback, recommendations, videos and so on. Hidayati & Sari (2019) conclude that "the presence of new mobile features indeed opens a new way of learning English and provides more opportunities for the English learners who are lacking resources and exposure to authentic English practices" (p. 190). In view of the necessity to motivate students and innovate the EFL context, apps give instructors and students access to technological platforms created by experts in education and technology, empowering English learning and teaching. In spite of the advantages, worth

mentioning that not all of the apps are at no cost, nevertheless, the costs are reasonable when we consider the positive effects these applications may have on students' motivation and knowledge.

Coupled with the advantages and disadvantages referred to in the preceding paragraphs, the author of this monograph brings a list of apps and websites that can lead to better results in the implementation of EFL in educational contexts. These apps and websites may be used by instructors to introduce English ideas in the classrooms, as well as for assignments, workshops, extracurricular didactics, and other purposes. By the same token, a brief description of each app and website will be display with its main features. The following apps and websites were selected after taking into account their level of acceptance, creativity, and teaching resources within the EFL educational framework:

Apps

The next apps can be downloaded on any smartphone or tablet through Google play store or Apple store. All of them have free versions and paid versions, nevertheless, both versions include remarkable, cutting-edge exercises that both instructors and students may use.

Rosetta Stone: this app offers a full didactic environment which is split in different units, from beginner to advanced levels. Its major goal is to have students speaking in the target language and matching sounds to words. It is not based on grammatical explanations, but its methodology seeks for students to catch ideas through images and collect new vocabulary by observing pictures and relate those images with new words and sounds. This app supports its learning with the mother language; some of the lessons are structured to see the translation of words to understand better the concepts. The app also offers the option to take pictures of objects around the house and create a conversation with those objects. Also, it provides audio

conversations so that users may practice listening to native speakers. It provides students with live tutoring, having the possibility to speak with a native in order to clarify doubts. As can be seen, this app has several features and modern techniques to be implemented in the classrooms.

Babbel: by connecting English terms with students' native language, this app creates a didactic environment where students may acquire new vocabulary. It offers lessons for all levels under the Common European Framework of Reference for Languages (CEFR). It means that, if students have previous knowledge in English, they can take a leveling test in order to start in lessons according to its knowledge. Each lesson is based on both text and audio, it also provides exercises of "fill-in-the-blank" and speech recognition system which allow students to speak and improve their pronunciation. This app allows students to check their process by reviewing each section they have reviewed in order to come back to those points that are not totally clear. This app also provides real conversations that let students hear native people speaking fluently, it does not give grammatical structures so that students must learn by doing. In a word, Babbel can be defined as an ally in English classrooms, and it can be used to have fun while learning.

Duolingo: this is probably the most famous app for learning English around the world, it provides students and teachers with audios, texts, grammar explanation, listening stories, vocabulary, speech recognition system, fill in the blanks, organizing the sentence exercises, match the words activities and so on. With over 50 modules each including 12 lessons, Duolingo has a complete course of English, its strategy can be seen as learning while catching new concepts of the target language due to its exercises mix both grammar with vocabulary. Each lesson is different and provides students with a strict structure which does not permit mistakes. If a concept is not understood by a learner, the app will emphasize that section and repeat the lesson in different ways until the student does. Although the repetition of certain words in

various phrases will help students grasp the concepts of grammar structures, each session also includes a brief and to-the-point explanation of each idea.

Web sites

The websites listed below offer free access to games, activities, and even the ability to create one's own English-language courses. Nevertheless, some of them charge a little price to access the entire material:

H5p.org: H5P is a tool built within the Moodle platform by Aula Global that enables teachers to create and distribute interactive teaching resources including quizzes, slideshows, videos, and other kinds of enhanced content. This website, which is available for free and provides a great platform for creating interactive presentations that can be shared online, is better recognized on virtual campuses like those found in universities and schools. It is also possible to create different ways to present a topic in an easy and explanatory scheme by using images and pictures. In addition, the H5P platform gives teachers the option to record audio in order to build a final presentation that students can access whenever they need to. Another key point of this website is how easy is to work with it, the platform itself has interactive tutorials to understand how to use it. Because of the range of materials and methods it offers, it may be utilized to explain a challenging subject in the classroom.

Wordwall.net: this website provides more than fifteen different virtual games that may be used as a class warm-up or a closing exercise. In addition, not only it allows instructors to utilize games made by other teachers, but also it allows instructors to make their own games and didactics using its free tools. From flash cards until crosswords this platform is full of possibilities to create didactic activities which permit teachers and students to interact with the

English language by playing. With the intention of sharing knowledge with students, this website is a free resource that broadens the focus in English classes since it is a significant way to start or end a lesson. It offers visual and audio rewards when students do it well, in other words, this website is an excellent method to break the ice in the class both at the beginning or at the end of the class.

Kahoot: it is a cloud-hosted platform that is centered on trivia games and is excellent for boosting online and face-to-face learning. The platform lets teachers and students create quizzes from scratch, opening up innovative, custom learning choices and making it an excellent tool for testing students at the end of the class. Kahoot is a paid platform, nevertheless, it also offers a free version which includes multiple selection quizzes, true or false questionnaires and organize the statements. One of the greatest features of this website is that students can have a competence with each other by getting the questions right, the faster and well students answer the more points they will win. At the end of the game the platform will display the positions each student obtains by showing a podium focusing on the three best places. In fact, as each question receives comments and feedback, as well as the option to start an open discussion to assess if the subject was well covered, this website promotes collaborative and communicative learning.

The spread of mobile multimedia devices and apps, together with technological advancements in ubiquitous computing and wireless communication, have created a wealth of options for English as a foreign language (Rodriguez et al., 2013). Notably, the use of apps and websites has exceeded expectations to such an extent that many companies are dedicated to develop platforms to contribute to EFL. For this reason, to lead this generation, teachers and institutions must integrate the new technology into their lessons to be at the vanguard of this era. Nonetheless, in order to minimize misunderstanding and get the most benefits, traditional

education and ICT must be integrated gradually. Given these points, ICT is more integrated into education than ever before, hence it is essential to incorporate these resources into EFL to have better tools to work with.

In brief, using apps and websites for EFL has both advantages and disadvantages. The overall notion is presented in the following chart after studying this subject:

Table 2

ICT software and hardware structure

ICT Software and Hardware basic structure		
Software		
Tool	**Types**	**Definition**
Technology formats	Audios	Anything related to sound is referred to as audio. It often refers to either sound files, such as digital files in the MP3 format, or to sound-handling software, such the free Audacity program (Teach-ict, 2020).
	Videos	It refers to the capture, processing, and presentation of moving pictures, particularly when done in a way that allows for broadcast presentation. It also describes the process of showing graphics and text on a computer or tv monitor (Webopedia, 2021).
	Images	An image, digital image, or still image is a binary representation of a visual object, such as a diagram, a picture, a graph, a logo, or a single video frame. (Computerhope, 2019).

Virtual presentations	Audio-visual presentations	A presentation which incorporates both audio and visual components are known as an audio-visual presentation. It could include an exhibition, performance, demonstration, or lecture (Eioneteuropa, 2021).
Online communication	Synchronic	The real-time exchange of information between two or more people is referred to as synchronous communication. It doesn't necessarily have to be in person, but it may be. Aside from in-person interactions and meetings, other instances of synchronous communication include phone calls and video conferences (Techsmith, n.d.).
	Asynchrony	There is no real-time discussion when interacting asynchronously, and responses could be delayed. A great example is email. This approach involves no meetings and requires fewer urgent responses. (Getguru, n.d.).
Apps	For communication	A platform created to facilitate teamwork is known as a communication app. Apps offer a mechanism to organize information and let team members rapidly ask for help or more information from others. Some may include additional functionalities like project management or client communication (Elegantthemes, 2023).
	For playing	Any virtual software created for entertaining is considered as an APP for playing, the main purpose of this virtual software is to amuse the users by giving them audio-visual rewards.
	For learning	It is a technological learning tool that enables knowledge sharing. Commonly

Tool	Types	Definition
		referred to as mobile learning applications. Online learning apps are an excellent learning resource for kids without access to physical classrooms. It makes it possible for students to attend classes even if they reside far away. (Teachmint, n.d.).
Websites	Static	Static web pages are made up of "fixed code," thus until the site developer makes changes, they won't change. Think of it as a company brochure. While static webpages offer much of the same information as a brochure, they are unable to change on their own. (Pluralsight, 2022).
	Interactive	A website that invites user interactions is referred to as interactive. In contrast to a traditional website, which serves mainly as an information provider with straightforward options like "click" or "learn more," an interactive website emphasizes engagement and involvement with users by incorporating interactive components. (Rockcontent, 2021).

Hardware

Tool	Types	Definition
Devices	Mobile	A portable tablet or other device that may be carried around is referred to as a mobile device. Thanks to developments in data storage, computing, and display technologies, these tiny devices can now practically execute all activities that were previously only possible with larger personal computers. (Techopedia, 2018).

	Large screen devices in a single place, such a desktop or laptop computer, are referred to as non-mobile devices. These non-portable gadgets typically include a monitor, keyboard, and mouse. A CPU evaluates inputs and carries out certain processes (Castillo & Doe, 2017)
No mobile	

Note. Table created by the monograph's author.

Incorporating Blended Learning into Traditional EFL Instruction

Currently, education has adopted ICT as one of its main allies when teaching and learning, particularly in EFL. This acceptance has resulted in significant changes for traditional education, which now needs to adapt to using technology. Naim (2019) declares that the use of ICT as a component instrument of education linked with the settings of teaching and learning is a revolution in 21st-century education. Equally important, traditional education cannot be apart from this since it is the initiator of education, instead of eliminating conventional education it should be combined with ICT. Although the implementation of ICT in EFL can be seen as the eradication of traditional approaches, this is not the case, instead, it may be viewed as the combination of two effective instruments that can be used to enhance the techniques and processes for teaching English. With this in mind, it is irrefutable that ICT is here to remain for years and the adoption of technology with EFL is unavoidable.

In view of the huge coverage ICT has had during the last years in the EFL context, it can be said that a new perspective is born: "the blending learning". Hrastinski (2019) defines blending learning as practically all forms of education that use some combination of in-person and online instruction. By the same token, Whittaker (2013, as cited in Hockly, 2018) interprets

blending learning as any mix of in-person instruction with computer technology (online and offline activities/materials). In addition, due to the current ICT boom, which separated education into virtual and in-person contexts, blended learning has become increasingly popular among educators and institutions. To put it different, nowadays, blended learning is a popular notion; many institutions have incorporated it into their practices with phenomenal success from both students and professors.

While flexible learning platforms are a demanding teaching and learning module in 21st century education, blended learning strategy improves anytime/anywhere learning in the context of EFL education (Naim, 2019). At the present time, almost all universities and schools are alternating between virtual and face to face environments. This combination has brought changes to EFL since it has been necessary for teachers and students to understand how ICT can be used in virtual and face-to face scenarios. As a result of the rapid growing of blended learning, institutions have been forced to invest in ICT training for teachers, nevertheless, there are still gaps and errors when combining technology with EFL contexts. Given these considerations, blended learning is becoming a common practice in English teaching and learning for both teachers and students, chiefly in terms of modernized ways and strategies to improve the sharing of information in the classrooms.

ICT provides EFL with a huge variety of tools that can be mixed with traditional approaches to teach English in the classrooms, as a matter of fact, the contribution of technology is now seen in the classrooms where teachers are using ICT to teach a second language. Naim (2019) states that there are many technological trends that have become the core component of language teaching. ICT provides hundreds of online and offline tools for EFL practices. As can be seen, ICT not only is applied with the use of internet, but also there exist many offline

resources to use in the ambit of EFL. In fact, the stereotype that defines ICT as the use of internet as its only application must disappear due to ICT scopes going even beyond; the coverage of technology in EFL encompasses online and offline resources. In other words, there is no requirement to specifically use the internet to integrate traditional and ICT practices, the use of computers and smartphones offline can also be seen as an opportunity to enhance the EFL field.

While creating a flexible, dynamic, supportive, and inspirational teaching and learning environments for all learners might be challenging, and the blended learning method can help (Zhang & Zhu 2018, as cited in Naim, 2019). That is to say, teaching and learning English can be complex for both teachers and students, nonetheless, blending learning is a combination between old and new approaches which also combine technology to improve the procedures at the institutions. Certainly, ICT has assisted the new generation of teachers to be at the forefront, attempting to educate this generation using techniques from 20 years ago, when technology was not even mentioned, would be a mistake. In that sense, blending learning is one of those approaches that mitigate the huge gap between adolescents and old methods for teaching English. After all, old methods and ICT strategies can work together leading EFL to a new generation of teaching and learning.

It may be claimed that the methods utilized by the teachers in the classrooms, particularly with regard to English learners, have a demotivating effect on students' enthusiasm. Due to the difficulty of creating teaching strategies that capture students' attention and inspire them to study English, it has been a tough problem for teachers to motivate and encourage learners to achieve their objectives. Thereupon, something must be done for students to feel more motivated during their second language learning process, indeed, ICT could come up with the solution to motivate students through the implementation of blended learning. For instance, Oweis (2018) declares

there is a considerable difference between students taught using traditional methods and those who use blended learning modules in academic performance and motivation. Generally speaking, blended learning has emerged as one of the most effective strategies for inspiring students and redefining how EFL is taught in the classroom.

With the boom of technology in this era, EFL must set its effort in the implementation of ICT in order to modernize and innovate its methods. Ja'ashan (2015) expresses that in line with current educational trends, blended learning can be used as the main method of learning a foreign language. Consequently, by using ICT tools and resources, there will be more options for teachers and students to develop their tasks in the EFL and ELT fields connecting both virtual and face to face environments. As a result of the considerable importance of technology in the evolution of human life, ICT execution becomes overriding in terms of the EFL reconstruction. By all means, it is essential to put to work the variety of options that ICT can give to EFL in order to be more efficient, although, ICT tools sometimes depends on infrastructure and knowledge from institutions and teachers. To sum up, blended learning must be in line with the modern environment in which education is taking place in order to give EFL more resources to improve its practices.

In addition to the many benefits blended learning may offer to EFL, it is crucial to consider the difficulties it may present when trying to adopt it in the classroom. As it has been discussed throughout the previous paragraphs, to implement blended learning in EFL more than just strategies are required, actually, it depends on the technological devices and the previous knowledge teachers and students have. On the contrary, in spite of the challenges, blended learning additionally presents significant advantages for EFL contexts; considerable evidence of this is provided by the following quotation:

"Blended learning approach is an integration of online education with traditional methods which can be applied effectively for EFL education enhancements. It provides a flexible learning platform, endorses EFL learners' motivation toward authentic language learning practices, and leads to better academic achievement. In addition, there is a significant difference in terms of language proficiency and motivation between EFL learners dealing with blended learning approaches and learners treated by traditional face-to-face classrooms" (Naim, 2019, p. 168).

All things considered, due to its broad use in education, blended learning may be seen as an ally for the EFL area in this generation. In fact, its use in education has already produced excellent outcomes in terms of inspiration and creativity for both instructors and students. To put it another way, blended learning is one of the most effective methods for teaching and learning English, especially now that it is accepted and included in EFL principles. In a nutshell, if it is used effectively, both students and instructors will considerably benefit from it.

Figure 4

Blended learning in EFL contexts
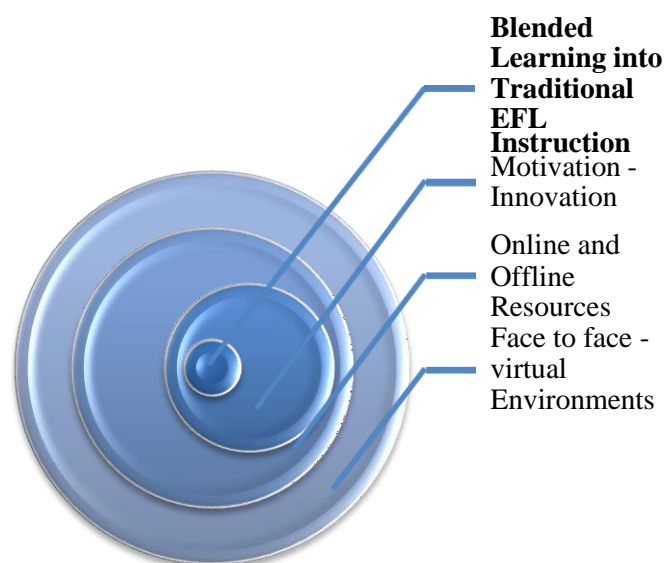
Note. Figure shows blending learning and ICT relation and effectiveness, created by the monograph's author.

Implications of using ICT in EFL and ELT Fields

Instructors cannot misinterpret the use of ICT in EFL; nonetheless, utilizing technology to teach English in the absence of competence or experience might cause problems for the EFL field. Purmayanti (2022) considers that English instructors may direct the learning process to the best learning activities by properly understanding and utilizing digital technologies. Conversely, poor teacher understanding of digital literacy unpredictably causes problems with the teaching and learning process. By the same token, ICT implementation in EFL must be leaded by well trained teachers in order to avoid negative implications into the educative context. In contrast, inadequate use of ICT will guide to failure in the EFL and ELT contexts. Therefore, before beginning the deployment of technology in the classrooms, there must be a thorough grasp of how to employ ICT in EFL.

It is true that technology encompasses a large area of communication, entertainment and education nowadays, it is known for a fact that people are almost addicted to technology in this era. However, due to the huge dependency of ICT in current society, education has also adopted ICT in its procedures. It is also evident that technology has contributed with EFL to modernize and innovate the way in which teachers teach and students learn a new language. In either case, not all are benefits when using ICT, behind the benefits there are several challenges when using ICT in EFL contexts. The use of ICT in the classroom for English language instruction faces various barriers in addition to its considerable significance in education (Hashemi, 2021). Both the teachers and the school administration may be responsible for these barriers (Lin & Chen

2014, as cited in Hashemi, 2021). In essence, owing to the aforementioned considerations, integrating ICT into EFL may be trickier than it seems.

As an example of the advantages of using ICT in EFL, Ismaili (2022) stipulates that the learning gaps in second and foreign languages may be filled by new technological developments. On the contrary, Ismaili (2022) also affirms that "Lack of teacher competence is one barrier that hinders or prevents teacher's use of ICT" (p. 9). Given these points, the success of ICT implementation depends on a variety of elements, including the skill and expertise of instructors when using technology in EFL, in addition to the use of technical gadgets. In other words, not only technology is an exceptional ally for teaching and learning English in the classrooms, but also it requires expertise and experience from teachers to be implemented in an efficient way. By and large, ICT success depends also on how good teachers are to execute and manage technology in the classrooms and how well they domain strategies based on ICT procedures.

Equally important, due to their relevance in the investment and contribution for technology to be implemented in the classrooms, students' families and institutions have responsibility for the success of ICT in EFL. In the same way, students are equally important when using ICT in the classrooms. Although it is well recognized how useful technology in the classrooms is, it often has a negative influence on students owing to the "distraction" that comes from smartphone use.

> "Students no longer need to write notes, as online course materials are a click away. They perhaps no longer need to use their brains (and powers of cognition, perception and attention) to the extent they once did in order to understand what is being taught" (Goundar, 2014, p. 211).

Although, the previous aspect is one of the most complex to manage in the classrooms, the use of ICT cannot be seen as a "distractor" for students but as an ally which helps to organize and motivate students to comprehend and enrich their learning process.

When learning English at the institutions around the world, there is always a need to introduce state-of-the-art strategies to catch students' attention and boost their motivation to learn the English language. Thus, many teachers are looking for empower their strategies to contribute with the EFL field, the use of ICT has been applied to education with this purpose. The advancement of technology might have a significant impact on how well students do in their educational activities, particularly when using digital devices and applications (Sung et al., 2016). Technology has helped with this objective by reinventing the activities and improving the traditional ways by fusing them with ICT. This has been done in response to the need to discover new methods for teaching English. Accordingly, each time there are more institutions and teachers applying ICT in EFL fields in order to enhance its approaches.

One of the most compelling types of evidence that ICT is being used in education around the world is in Indonesia, where a significant portion of teaching and learning methods have begun to be handled by technology:

> Purmayanti (2022) points out that "the Indonesian government has taken serious consideration into the implementation of ICT in the classroom, proven by the juridical foundation of education with law number 14/2005 focusing on the role of teacher mentioned that "Every educator should be able to take advantage of information and communication technology for educational purposes" (p. 102).

The previous quote clearly demonstrates how important ICT has become in education, not only for Latin America but also for other countries. Nevertheless, the students and instructors using ICT in the classroom may be hindered by a lack of internet connection and other ICT resources, as well as by inadequate technical assistance in schools (Purmayanti, 2022).

Another key point to be investigated is the lack of conviction that some instructors have when implementing ICT in EFL contexts. It is well known that teachers are the leaders of the class, since they are the ones who prepare, organize and develop the stages of the class. Notwithstanding, in many cases teachers do not have enough conviction to implement technology in their classes, perhaps because they do not believe or ignore the advantages of using it in their strategies for teaching English. Lack of confidence is one of the main impediments to instructors utilizing ICT, according to recent research (Hashemi, 2021). In like manner, teachers' lack of confidence may be seen as demotivation due to inappropriate ICT use in the classrooms or negative experiences with students using their cellphones in class.

As has been discussed, ICT brings many advantages when teaching a second language, nonetheless, there are also several issues and problems when incorporating technology in EFL fields. The implications of applying technology in the ambit of EFL are seen as obstacles that must be taken into account before adopting technology for English teaching and learning. The following quote lends credence to this notion:

> "New advances in technology have emerged as potential solutions to second/foreign
>
> language learning gaps. Technology can serve as a tool to enable new approaches for the
>
> quality of education. Nowadays, teachers and learners can have access to a variety of

hardware and software applications that engage them in various language

teaching/learning activities" (Ismaili, 2022, p. 3)

Unfortunately, not all institutions and teachers are in favor of ICT in EFL, some teachers indicate that ICT in the classrooms is just a distraction from the real world. Unsatisfactory results when using ICT in EFL have changed teachers' recognition of technology in their approaches. This is one of the reasons ICT has not been successful in many institutions around the world. In light of the fact that many instructors lack basic ICT skills, educators need to be more aware of how crucial it is to have a solid grasp on these abilities (Martin & Grudziecki, 2006). Equally important, before fully immersing themselves in the use of ICT in the learning activities, learners can undergo a number of ICT trainings (Lea & Jones, 2011). To sum up, lack of training for using ICT in EFL fields is one of the biggest gaps that lead to failure when using technology in the classrooms.

Currently, ICT has largely impacted every part of human existence and it is impossible to avoid it given that the trend is only expected to grow faster. With this in mind, each year new technological devices are being created and new ways of teaching and learning English are taking place in education. ICT usage in education has been studied for a long time for two main reasons; to identify the obstacles to successfully integrate technology into the educative curriculum (Hew & Brush, 2007), and to take appropriate steps to integrate programs that train instructors in current technology (Paraskeva et al., 2008). Explicitly, with regard to Champa et al. (2019) there are four main barriers that enfeeble the ICT capacity to succeed in EFL and ELT contexts: lack of training, lack of software, lack of competence and lack of material and time. For a visual representation of Champa's four key hurdles when using ICT in EFL and ELT fields, *(see appendix D).*

Lack of Training

Not well-trained teachers to use ICT in EFL contexts conducts to misguidance and misunderstandings, granted that most of the teachers who want to implement ICT in their English lessons do so without any planning, the outcomes will not be as expected. The instructors do not receive any training or workshops on how to include ICT in ELT, and they have insufficient sources from which to learn about how ICT is utilized in the classroom (Champa et al., 2019). In other words, teachers who decide using ICT in EFL do so by themselves, sometimes without the support of the institutions or the government. With this panorama, it is even more difficult to implement the ICT strategies into the EFL context, not only for the lack of training, but also for the lack of interest from the institutions and the governments around the world.

Lack of Appropriate Software

Due to its significance in the tactics and approaches outlined in the preceding paragraphs, a lack of adequate software makes the integration of ICT in EFL even more difficult. Albeit nowadays there are many institutions and teachers accepting the importance of ICT in EFL; there is still a huge gap in terms of materials and resources to work with. One of the challenges in incorporating ICT in the teaching and learning process is a shortage of software; lack of appropriate and useful software in terms of application inhibits the use of technology to enhance the teaching process (Goktas et al., 2009). In view of the relevance of how a well-structured software can affect or enhance the procedures when applying ICT in EFL contexts, this is probably one of the biggest implications of using technology in teaching and learning English.

All things considered, software is essential when attempting to innovate and consolidate ICT as one of the best allies for teaching and learning a second language around the world.

Lack of Competence

Granted that almost all teachers can manage Word, Excel, PowerPoint, and so on, this is not enough due to when it comes to work with a complex technological environment, the implementation of ICT is not as easy as working with Microsoft pack. To put it another way, not only basic competence in ICT is required but also for instructors to grasp and comprehend how the institution's software and virtual environment operate, so they must receive training. Identically, ICT use in elementary and secondary schools is seriously hampered by the lack of knowledge and expertise among teachers (Pelgrum, 2001). Due to their lack of knowledge and confidence in using technology in the classroom, instructors are still occasionally perplexed and scared by it today. Without knowledge, teachers are sentenced to fail training to modernize their courses, but with competent training, it will be simpler to provide both basic and advanced concepts for using ICT in EFL disciplines.

Lack of Appropriate Material and Time

Even today, when practically every topic of EFL is covered by technology, teachers still search online for materials in the hopes of coming across something engaging for their courses. That kind of search is fine; however, teachers are accustomed to obtaining the information they require online without taking the time to develop their own original materials for their lessons. Teachers put more effort on using what is already developed by other teachers than creating new and original material for their lessons. That attitude can be interpreted as lack of interest or time to create own technological environments. In fact, it also demonstrates that some teachers are not

enthusiastic at all about using ICT in EFL. Moreover, recent studies show that many instructors are competent and confident in utilizing computers in the classroom, but they still only employ technology to a limited extent due to a lack of time and motivation (Champa, 2019).

Figure 5

Responsibilities regarding the integration of ICT
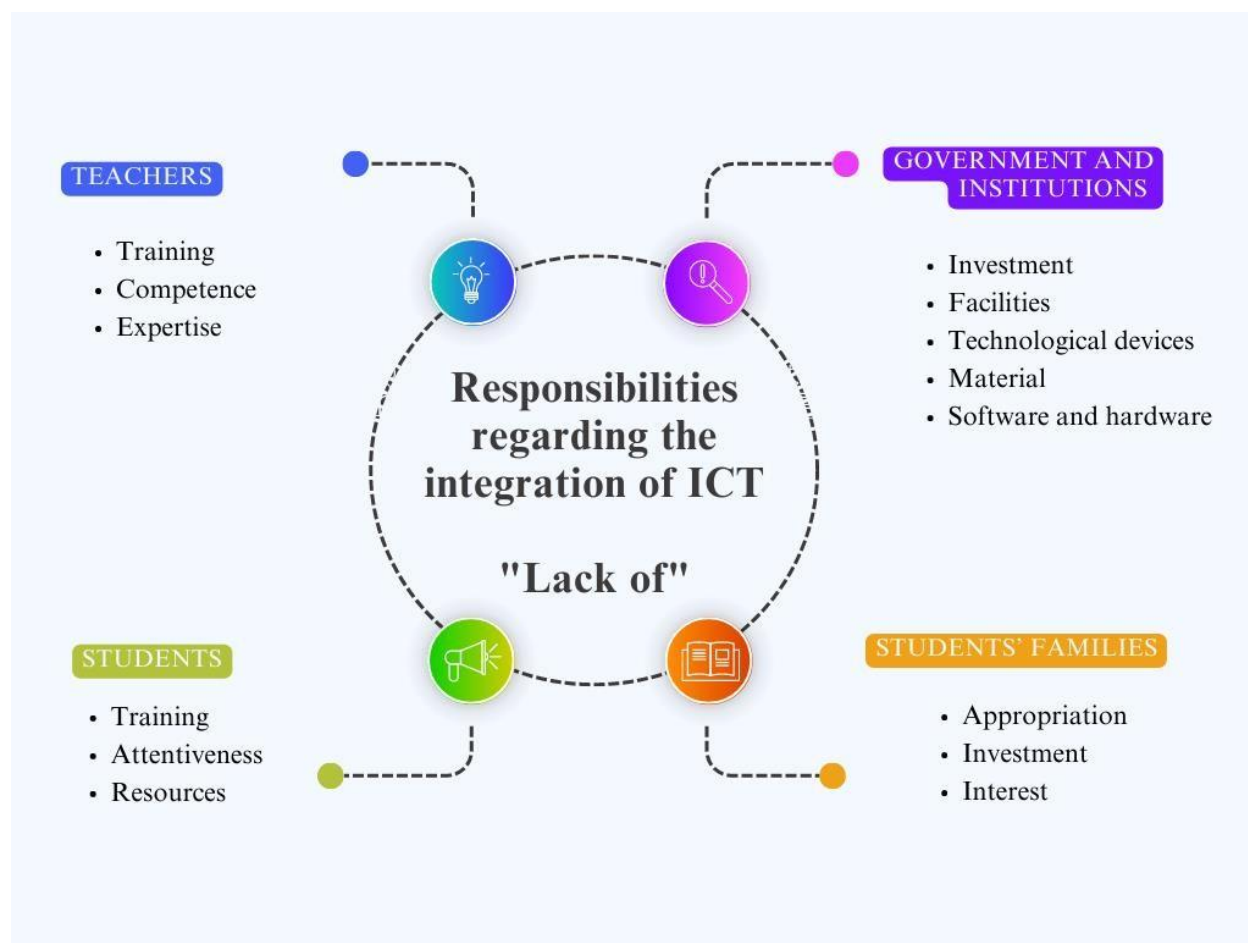
Note. Figure outlines a number of issues with ICT integration in the EFL and ELT fields, created by the monograph's author.

The Benefits of Technology in EFL and ELT Contexts

It is impossible to overstate the value of technology in education. In fact, the addition of ICT into the classroom has made it simpler for both professors to convey knowledge and learners to acquire it (Raja & Nagasubramani, 2018). With this in mind, language learning has benefited from the use of technology, which allows teachers to increase student learning (Ahmadi, 2018). Actually, there are more courses and institutions that promise students to learn English with virtual classes and the use of technological platforms mixed with traditional approaches. ICT continues to grow daily in importance and acceptance from students and teachers worldwide. For this reason, the EFL and ELT fields have adopted the use of ICT in their methods and approaches; this has brought a variety of benefits to teaching and learning English as a second language.

English teaching has been stuck for many years in traditional education such as printed papers, worksheets, routinary expositions and so on. Even nowadays, in the middle of the 21st century a lot of teachers continue using these old techniques to teach English to their students. That is to say, there is still a gap between modern and old techniques to teach English which have stopped the evolution of EFL in the 21st century. As a matter of fact, modern technology's implementation represents a significant advancement in current English language education techniques (Mofareh, 2019). The adoption of ICT in EFL can be seen as the new generation of teaching and learning English around the world. As an illustration of the huge changes EFL has had through ICT, there are several online tools that promote studying English without interacting with instructors in person. To put it another way, due to the huge importance ICT has given to education today, instructors are almost forced to use technology in their lessons.

In this globalized world, there is not time to accommodate changes; evolution must be fast and effective without mistakes. Due to the current importance of the English language in both commercial and interpersonal relationships, this fast-paced society has an impact on EFL sectors as well. Currently, teachers hired by almost all institutions for teaching English need to manage technological resources, environments, platforms and so on; this is amply illustrated in the following quotation:

> "The new era assigns new challenges and duties on the modern teacher. The tradition of English instruction has been drastically changed with the noteworthy entry of technology. Technology provides so many options as construction teaching interesting and also making teaching more industrious in terms of improvements. Technology is one of the most historic drivers of both social and linguistic change". (Priya, 2017, p. 178).

Taking into account that ICT is something unstoppable and undeniable in nowadays life, it is also important to have in mind that technology forces multiple changes in education. Indeed, if EFL and ELT disciplines do not evolve, English acquisition will remain the same as it was 20 years ago, relying on outdated methods and strategies. Technology demands adjustments in the EFL learning environment to keep up with the pace of today's society. For instance, Sari et al. (2018) declares that ICT is useful for improving people's daily activities, especially those related to education, for example, teachers can use ICT to improve their performance in the classroom. Hence, the new generation of teachers has to be adaptable to changes in current society, universities also have to teach new teachers how to manage ICT in the ambit of EFL. All things considered, technology not only contributes to EFL and ELT, but also it demands professionals willing to implement cutting-edge processes and tactics facilitated by technology.

The importance of technology in EFL has gain strength since education started to look for better strategies to teach and learn English. For understanding how overriding ICT has become in education it is vital to define the concept into education. Altun & Ahmad (2021) defines technology as a process, technique, or knowledge used to carry out a task; in the context of education, technology is defined as a learning task or instructional aim employing technological processes, methods, or information. Currently, ICT is seen as something additional that can enhance the student's performance, nonetheless, technology also has the ability to combine old and new techniques to teach English. To sum up, ICT encourages students to promote their skills by exchanging information with others through digital platforms and devices, it provides greater efficacy when using technology in the classroom together with the traditional EFL and ELT methods.

Now that the idea of ICT in EFL and education is clearer, the time has come to investigate the advantages that ICT may offer to EFL and what the most intriguing factors to consider when using technology in EFL. First of all, it is important to clarify that the use of technology in English teaching can have different results depending on teacher's management, confidence and those points highlighted in the previous pages. By the same token, the usage of ICT in EFL depends on alternate factors as those discussed in the implications of using technology in English teaching. With this in mind, there are many benefits that ICT can bring to EFL, however, there will be shown the most relevant taking in consideration the analysis from different authors around the world. The following are some advantages of utilizing ICT in EFL and ELT gathered from authors' experiences that were examined as part of this monograph:

Technology Enhances Students' Communication Skills

Communication is one of the most challenging aspects for teachers to integrate into the EFL classrooms, in fact, students do not participate actively during the communicative activities. With attention to eliminate the barriers that impede students to feel comfortable when communicating in English, multimedia usage may contribute to encourage and motivate students to speak English in the classrooms. When students are seen as passive receivers of knowledge in traditional classroom settings, they are less able to understand the configuration, meaning, and function of a given language, as a result, communication's goal is challenging to fulfill (Priya, 2017). In order to avoid the misunderstanding of English communicative skills, a multimedia software can help to stimulate communication among students. For instance, students who struggle with English can practice their conversational skills by listening to recordings of native speakers and then trying to mimic their natural intonation and flow.

ICT Improves Teaching Effect

In terms of old EFL strategies, teachers were the only ones who spoke during the lessons, they were always leading the class and saying students what to do. Notwithstanding, teacher is the leader of the class, this does not mean teachers are the only and main participant of the sessions. In order to balance the innervations of professors and learners, ICT can increase student engagement by linking their thoughts with teachers' knowledge, in this way there is an equilibrium in the classroom making a great environment for everyone to participate. ICT can definitely help with this purpose by employing multimedia tools like movies, audios, and other ones with which students may express comments and engage more effectively in the session. In

other words, there should be a balance between professors' and students' participation in the class. The following quotation backs up the previous claim:

> According to Priya (2017) "The traditional teaching model mainly emphasized on teachers' instruction, and the in sequence provided is limited due to traditional classes. On the divergent, multimedia technology goes beyond time and space, creates more vivid, visual, true environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information" (p.180).

ICT in Early Ages Impacts Language Learning

Currently, kids and teenagers are involved in the technological world, they use it to communicate with their friends and partners, to play video games and so on. From birth, they are surrounded by technology, which might be insufficient and inadequate. Nevertheless, for the youngest, this technological presence is inevitable; thankfully, this propensity to utilize technology from a young age can be beneficial for EFL. With reference to Altun & Ahmad (2021) technology provides educational tools and exposes kids to a global learning environment, ICT also provides a wealth of real resources, and young students who are immersed in a lengthy language learning environment may readily find motivation. In other words, visual and audio rewards contribute with kids and teenagers to feel more encouraged when learning English as a second language.

ICT Serves as a Catalyst for Instructors and Students to work in Different Manners

Routinary and monotonous activities may affect the effectiveness and motivation in both teachers and students, ICT might enhance daily life with the use of innovation and creativity. Not only students can become more independent using ICT in EFL, but also teachers can use

technology to evaluate their students in a more efficient way avoiding entanglement situations during their activity as English teachers. In fact, the usage of ICT in the organization of classes and delivering of tasks for students generate faster and accurate instructions easier and faster to understand, on the following quote, the prior assertion is based:

> "Information and communication technologies (ICTs) have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase" (Costley, 2014; Tutkun, 2011, as cited in Ahmadi 2018, p. 119).

Technology Enhances Communication Between Instructors and Students

The use of new technologies to interact are part of the modernization of EFL, through WhatsApp groups, Skype, Zoom, Google meets, E-mails, virtual campus, virtual libraries, e-books and so on; communication is direct and effective among students and teachers. Instructors can easily send information to students through e-mails in which the instructions are given, if any doubt arises teacher can provide feedback through any of the tools formerly mentioned faster and more effectively than years ago. Multimedia backdrop production provides a better atmosphere for language learning than the traditional classroom setting while also giving a solid platform for teacher-student interaction (Priya, 2017). It can be concluded that good relationships in the classrooms are vital to achieve the students' learning goal, this is why the implementation of ICT is important due to its facility to improve communication among teachers and students.

Technology Increases English Teachers' Creativity

Teaching English is not an easy task, teachers around the world know how complex can be to share English knowledge with students. Consequently, due to teachers' inability to come up with engaging class activities, English classrooms might occasionally suffer in effectiveness. In contrast, ICT tools can enhance the procedures and stages of the classes by creating innovating and catching activities that students and teachers enjoy. Actually, Sari et al. (2018) affirms that technology really promotes teachers to be innovative by allowing them to create engaging resources for their students, as a consequence, teachers will inspire their students to study more effectively. Indeed, students feel more at ease and have a tendency to participate more in class when professors use ICT strategies and tools in the English classrooms.

ICT Fosters a Positive Attitude and Inspires Learners to Further their Learning

Negativism and demotivation are two factors that are presented in any English classroom, these two elements can be attributed to teachers' poor methods or simply desertion and boredom from students. Either way, by generating engrossing and ostentatious environments where students obtain visual and auditory rewards for their proper advancements in the English comprehension processes, ICT integration in EFL helps lessen the detrimental consequences of repetitive learning and teaching tactics. By offering a variety of tools towards ICT integration, teachers may be motivated to interact with their students. This serves to stimulate students and get them interested in the subject material (Sari et al., 2018). As can be seen, ICT may succeed in the EFL and ELT contexts when used in conjunction with a positive mindset and effective technological tools.

As a result of the pertinence of using ICT in English teaching and learning, there is a list of websites and apps which can improve the processes in the classrooms. Granted that both instructors and students have access to these web sites and apps, it would be wise to consider using them in the classroom in order to enhance student's motivation and teacher's repertoire. The following resources are solely the author of this monograph recommendations after researching and examining the most widely used and suggested ones for teaching and learning English:

Table 3

Author's resources recommended to apply in EFL and ELT contexts

Resources	Apps	
	Rosetta Stone	Learning new vocabulary for basic levels
	Babbel	Learning grammar and vocabulary
	Duolingo	Practicing speaking, grammar and listening
	FluentU	Learning by watching videos and listening to music
	Hello English	Intermediate english level app for improving language skills
	HelloTalk	To communicate with native people in English
	Memrise	Flashcards, videos and games for teaching English
	Websites	
	H5p.org	Creation of virtual presentations and virtual quizzes
	Wordwall.net	Virtual games default or created by the teacher
	Kahoot.com	Virtual quizzes aiming competitions among students
	Ello.org	Recording conversations from native people, images and videos
	Dailygrammar.com	Learning grammar and structures of english
	Oroto.tv	Learning english by watching movies and series

Note. Table created by the monograph's author.

Conclusions and Recommendations

Taking into consideration the different topics discussed in this monograph, it was shown the effectiveness and troubling when applying ICT in EFL and ELT contexts. With this knowledge, it is now feasible to respond to this monograph's research question which is: What are the benefits and implications of integrating technology into the EFL learning and teaching process? The findings demonstrated that the implementation of technology in the EFL and ELT fields can be useful in terms of innovation and motivation for students and teachers. The adoption of ICT in English teaching depends on several factors such as investment from the government and institutions, efforts from teachers and students, setting up in terms of training and expertise to use technology in the classrooms and finally a range of places, urban and rural, where technology may be introduced. In brief, ICT brings benefits but also implications when teaching and learning English in the institutions.

In addition, although instructors continue to employ the conventional methods of teaching English in the classrooms, it has been demonstrated how technology may enhance these strategies by modernizing the processes and settings of each of the methods described in the results and discussion. When technology is used in EFL and ELT, it should not be viewed as a radical or oppressive means to change all the procedures and conventional methods of education, but rather as a way to combine traditional and modern English teaching techniques in the classroom. In like manner, by rewarding students with visual and audio incentives that inspire and encourage them to be more engaged in the learning process, ICT is able to motivate learners. Coupled with traditional education, by offering instructors and students remarkable platforms and resources that ease the burden of routine learning, ICT improves the experiences of both parties involved.

The implementation and usage of virtual platforms to generate and present the course materials is required if ICT is to become a driving force in EFL and ELT contexts. In other words, websites and apps are a powerful way to teach and learn English, they may be used as a warm-up, a wrap-up exercise, or even a whole class, assisting teachers in developing a comprehensive lesson that is well-structured and geared toward helping students comprehend and enjoy the learning process in a technological environment. Consequently, students will engage with websites and applications, which will raise their expectations for learning English since there is a relationship between the class objectives and the platforms used to accomplish them. Given these points, this study highlighted the need of keeping abreast of technological advancements and incorporating them into modern education, particularly in English teaching and learning contexts.

In contrast to the benefits ICT has in education, there are also implications of using technology in the EFL and ELT fields. According to the study in this monograph, some teachers do not want to employ ICT in their lessons for a variety of reasons, including the belief that technology is a distraction or something complicated that eliminates the essence of traditional English teaching and learning. In most situations, information and communications technology also requires a lot of expensive resources, such an internet connection, laptops, tablets, cellphones, speakers, TVs, and other devices that are out of reach for certain institutions. Another key point is that some teachers do not have enough expertise using ICT and do not know how to apply it in EFL and ELT, which is an obstacle when trying to implement technology in the classrooms. ICT application may also result in many inconveniences that some educators and institutions may find difficult to solve.

Owing to the necessity this new generation requires, education needs urgent changes in terms of techniques and methods to teach and learn any subject. Referring to EFL and ELT occurs exactly the same, teaching English has been always a challenge for teachers due to the lack of motivation and interest students demonstrate in classes. To put it another way, most of the demotivation students show in class is because of the routinary and monotonous strategies that are being used in the classrooms. As a result, when instructors and students get into a routine and stop implementing new teaching and learning strategies, blended learning can be helpful. Blended learning, which combines classic and modern educational practices while collaborating with ICT is seen as an effective way of innovating and inspiring learners. Another finding from this analysis is that blended learning may bridge the gap between traditional and modern teaching methods and enhance both the teaching and learning processes.

In general, certain requirements must be met by institutions and instructors for ICT deployment in EFL and ELT environments to be successful in the classroom such as the ones mentioned in the previous chapters. The complexity of ICT's implications is caused by a number of issues, including a lack of resources, a lack of teaching experience, and a general lack of interest among students, instructors, and institutions. Even though ICT is one of the most prevalent topics nowadays, there is still a gap between its success and its use in EFL and ELT. The analysis in this monograph, however, highlighted both the enormous benefits and implications that technology may bring to the teaching of English. In brief, ICT may improve the practices and processes of the EFL and ELT areas if it is applied effectively.

In light of the specific aims given in this monograph, after analyzing and discussing the material that is currently accessible on ICT in EFL and ELT fields, it can be concluded that:

1. ICT can bring an immense variety of benefits when teaching and learning English if it is well applied in the classrooms, usually, most of the institutions and teachers have to know about ICT in order to use it in the field of education. In the long run, even if we do not like it, technology is a part of our daily lives in this generation. In order to update and develop the way that English is being taught in classrooms, ICT is an area that must be studied and implemented in the fields of EFL and ELT due to its relevant in the world in which we currently live.

2. The success of ICT adoption in the EFL and ELT fields depends on a number of factors, including financial support from the government, institutions, and parents, ongoing training and preparation for teachers and students in ICT tools, access to the internet, which can restrict ICT adoption to locations with internet access, the technological equipment that students and teachers have, and other factors. Prior to beginning the implementation of ICT in EFL and ELT areas, all the aforementioned factors must be taken into consideration.

3. Teachers face difficulties when their institutions do not provide them with enough moral support to develop and implement technology-focused classes that will help them achieve better results and motivate their students by breaking up the routine of the classroom. This is a collaborative effort that requires more than just the tools necessary to use ICT.

4. Teachers must be prepared and have expertise with ICT to create outstanding classes in which technology may be combined with traditional techniques. Training must be one of the main priorities if technology is to be incorporated into EFL and ELT contexts. Institutions must host training sessions for teachers so they can use ICT effectively and

give open doors to students to access technology without deviating from traditional methods of instruction. This is because the goal of using ICT in EFL and ELT is to enhance, not replace, the conventional approaches to teaching and learning English.

5. In order to successfully deploy technology in the classroom, it is essential to have the right physical equipment, like TVs, speakers, video projectors, cameras, strong internet connections, and so on. Because of this, it would be hard to help EFL and ELT with new procedures and processes driven by technology without tools. Before beginning to use technology in the teaching and learning of English, it is important to consider the tools element. If these factors are not taken into consideration, ICT use in the EFL and ELT disciplines may fail or be ineffective.

6. It would be incorrect to see the use of ICT in EFL and ELT as a major shift from traditional to contemporary methods of English teaching. Clearly, ICT cannot be viewed as a replacement factor that completely alters the traditional methods of teaching and learning English. Nevertheless, it must be seen as an ally who supports and increases the effectiveness of the traditional methods and. In light of this, technology must be seen as a necessity given the significant role it plays in life today and the great effects it has on EFL and ELT.

As can be seen, technology in the realms of ELT and EFL can offer a vast array of great possibilities that inspire and push students and teachers to become even more involved in the teaching and learning of English. However, it is true that not all ICT results are positive; if it is not well applied, it can bring more inconveniences to EFL, such as distraction, dependence on technology for study and learning, and lack of interest in researching due to the easy answers that can be found through internet. ICT can, in fact, be used to supplement rather than to substitute

established practices and methods of instruction. It is evident that EFL and ELT need to make adjustments in terms of modernization and technological advancement in the classrooms, but this does not imply that education is starting over from scratch because its foundations were already established years ago and will not change simply because ICT is being used in the classrooms.

Ultimately, ICT use in EFL is necessary because of its high relevance to modern human development. Whether we like it or not, the new generation cannot be taught using the same methods we were taught in light of the demands this globalized world is placing on education. There is not enough time to study in the world we currently live in, thus, it is critical to adopt quicker and more effective teaching and learning strategies for English. All things considered, ICT is the new generation of teaching and learning a second language, teachers, institutions, and students must understand this in order to fully utilize ICT resources for their benefit. Damage will be done to how students and teachers develop their everyday activities if changes are avoided, and attempts are made to stop the free growth of ICT in EFL and ELT fields. ICT is already present and available for its use; as educators, we must recognize its potential and work to incorporate it into our day-to-day work as English professors.

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Appendices

Appendix A

The TPACK framework

Technological Pedagogical
Knowledge (TPK)

Technological pedagogical
content Knowledge
(TPACK)

Technological
Knowledge (TK)

Technological content
Knowledge (TCK)

Pedagogical
Knowledge (PK)

Content Knowledge
(CK)

Pedagogical content
Knowledge
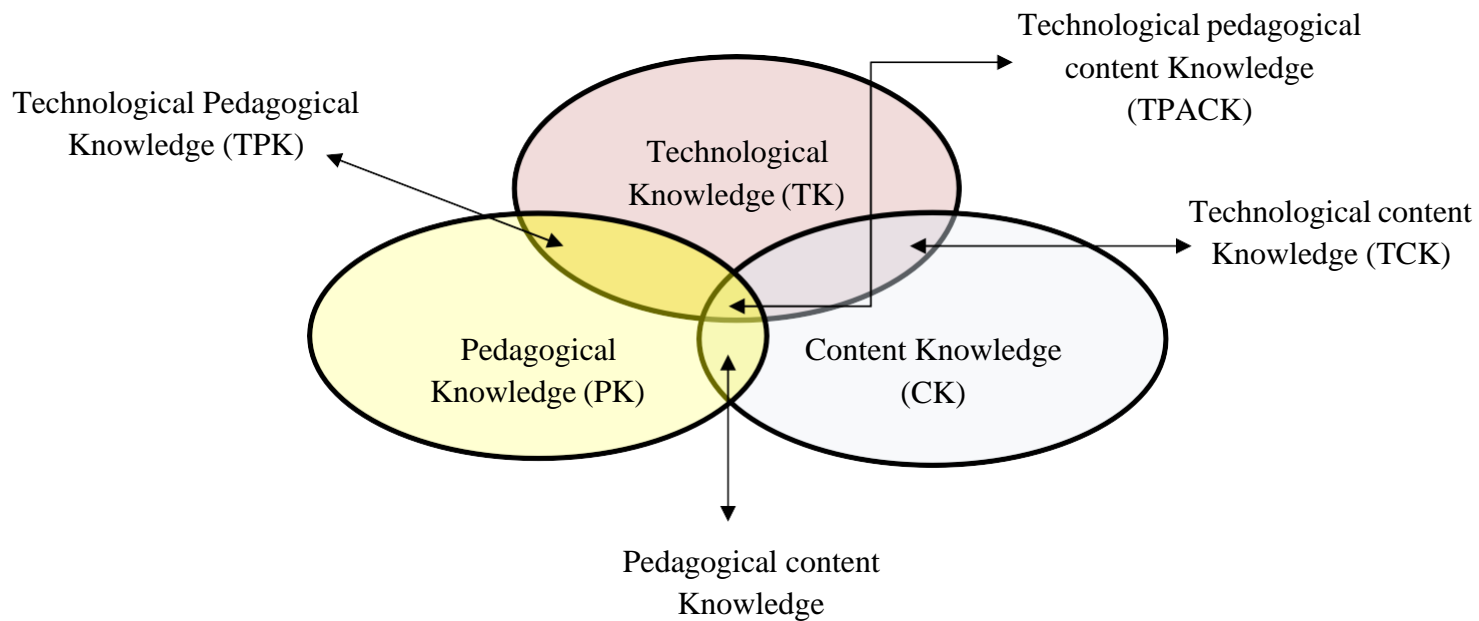
Note. The term "TPACK" stands for Technological Pedagogical Content Knowledge, which is

used to study how technology is used in education. (Koehler & Mishra, 2009).

Appendix B

Politécnico Grancolombiano analysis
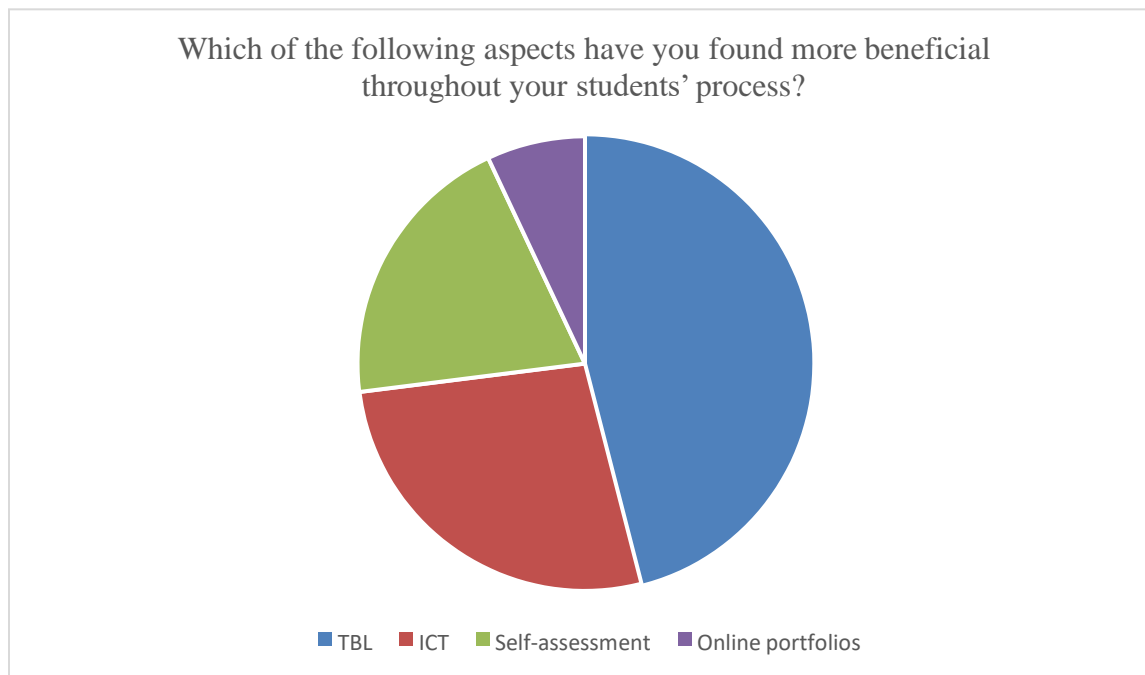
Note. Results found at the Politécnico Grancolombiano in its investigation to know the effects of using ICT in TBL strategies for teaching English. (Rodríguez, Ramírez, & Camargo, 2019). See more information in the Results and discussion chapter, "Traditional strategies enhanced by ICT".

Appendix C

Students' feelings towards the use of ICT in their learning process.
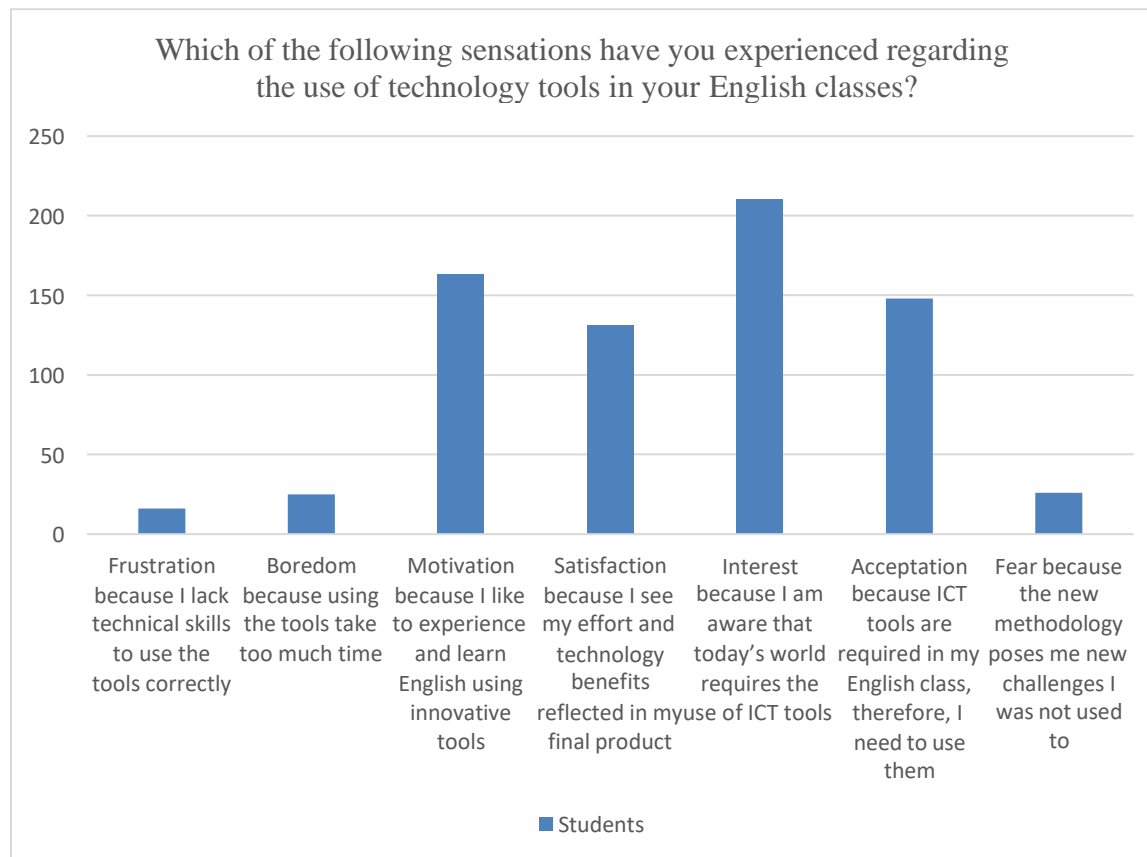
Note. Information taken from Politécnico Grancolombiano study about the use of ICT in its

English classes mixed with TBL strategy. (Rodríguez, Ramírez, & Camargo, 2019). See more

information in the Results and discussion chapter, "Traditional strategies enhanced by ICT".

Appendix D

Challenges faced by teachers in integrating ICT

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                              ┌──────────────┐
                              │   Teachers   │
                              └──────────────┘
        ┌──────────────┬──────────────┼──────────────┬──────────────┐
┌────────────────┐ ┌────────────────┐ ┌────────────────┐ ┌────────────────┐
│ Lack of training│ │ Lack of software│ │Lack of competence│ │ Lack of material│
└────────────────┘ └────────────────┘ └────────────────┘ └────────────────┘

                          ╭─────────────────╮
                          │  ICT integration │
                          ╰─────────────────╯
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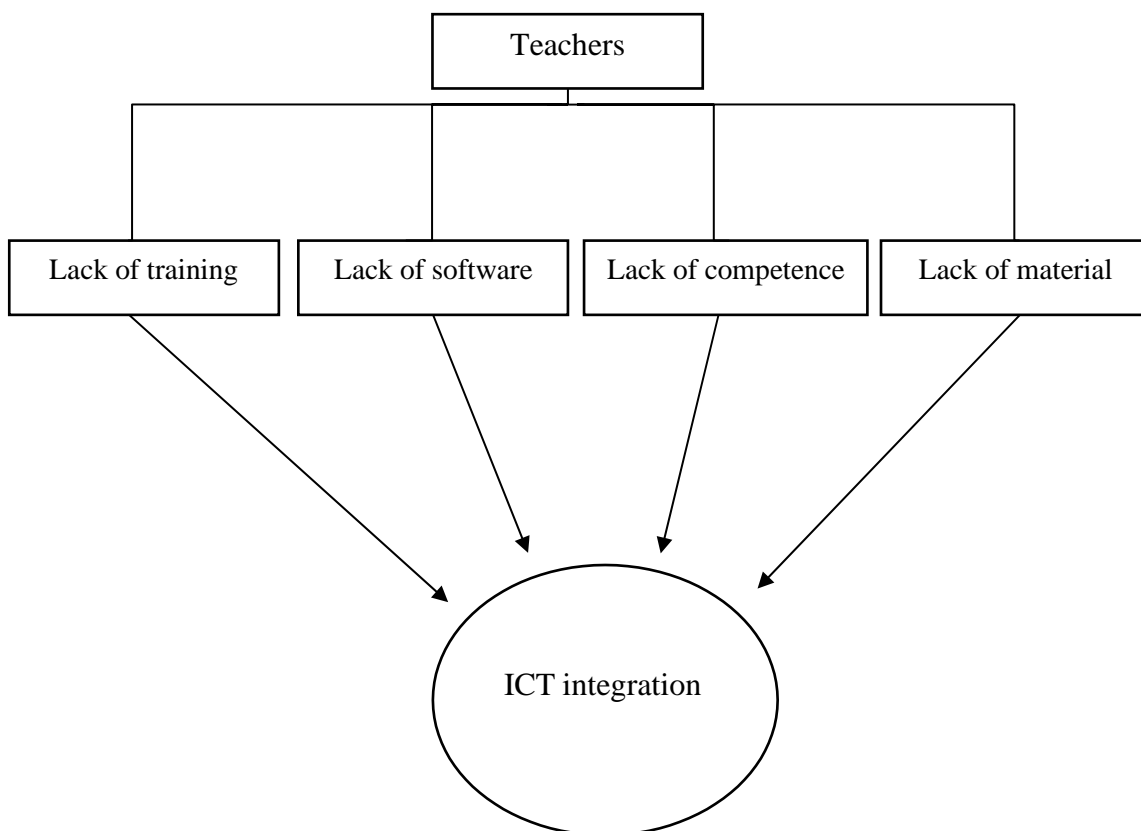
Note. Illustration of ICT challenges teachers have to face when incorporating ICT in education,

taken from (Champa, 2019).

Appendix E

Monograph author's forty main quotes recompilation.

Title	Authors/Affiliation	Source	Aim of the study context	Findings
EFL Students' experiences Using ICT in their English Learning Processes: A Narrative Study	Julian Dario Silva Perdomo, María Soledad Duero, Jairo Enrique Castañeda Trujillo Universidad Sur-colombiana, Colombia (2022)	Google Scholar Latinjournal.org	This study intends to report the findings of a narrative analysis that examined some EFL students' experiences throughout southern Colombia with regard to their English learning procedures and the usage of ICT.	This study urges instructors to become more adept at using contemporary tools because ICT creates new opportunities for them to address the demands of their students' unique learning styles, such as through the use of interactive content, personalized homework assignments, and a variety of resources and activities.
The Use of Technology in English Language Teaching	Alqahtani Mofareh A (2019)	Google scholar	The goal of this study is to evaluate the effectiveness of technology in teaching English and to determine what practical results may be anticipated when using contemporary technologies in EFL.	The study identified a number of distinctions between traditional methods and technological approaches used in teaching English as a foreign language. It also established the effectiveness of ICT in language instruction and set out to train all teachers in its use.
An ICT Tool in a Rural School: A Drawback for Language Students at School?	Yehison Andrés Rojas Rojas Universidad Pedagógica y Tecnológica de Colombia (2018)	Revistas Universidad Pedagógica y Tecnológica de Colombia:	To highlight the scope of ICT in EFL in Colombia and how it can contribute to reach better results in the educational field, mostly in the rural areas where internet access is complex for students.	There is no denying that ICT is used in educational settings. Most urban residents are able to use technology for communication thanks to its regulations. The use of ICT technologies is widespread and significant to many pupils in rural Colombian schools. The issue is a dearth of modern tools and programs that are useful for teaching students.
The Use of Technology in English Language Teaching: A Literature Review	Mustafa Altun & Hassan Khurshid Ahmad (2021)	Google Scholar Researchgate.net	To demonstrate the importance of technology in the English teaching processes by showing its advantages when it is applied in the field of Education and how it can help to make easier the	According to this study, using technology to learn English is very important. Having such technological tools in the classroom enables the teacher to teach his or her students using a variety of techniques.

			learning process for students.	
The Advantages and Challenges of ICT Integration in EFL Classrooms	Suci Noer Wulan Sari, Intani Pertiwi and Sunengsih Sunengsih - Universitas Pendidikan Indonesia (2018)	Google Scholar Scitepress.org	The goal of this study was to determine the benefits and difficulties of ICT integration in EFL courses. The results showed that ICT integration helps teachers be more creative, satisfy students' requirements and language levels, provide quicker access to educational materials, and promote interactive work.	ICT helps teachers teach English more creatively. Additionally, ICT can give teachers quicker access to their lesson plans. ICT may encourage collaboration between professors and students.
The use of technology in English language learning: A literature review	Mohammad Reza Ahmadi (2018)	Google Scholar ijreeonline.com	To show the efficiency and benefits of using technology in EFL taking into account the integration of technology in the English learning processes.	Technology resources cannot ensure that teachers will teach and that students will learn. Teachers need to be persuaded of the benefits and value of technology in enhancing student learning. This indicates that in order to incorporate technology into language education, teachers require assistance and training.
New technologies in English language teaching	Dr.T.Banuramalakshmi SNS College of Engineering, Coimbatore (2017)	Google scholar	This article examines the use of English language instruction for non-native speakers and highlights the challenges experienced by both teachers and English language learners. All of this is done while taking into account how technology functions as an ally and influences how English language teachers instruct students.	It was discovered that technology in EFL using multimedia improves the teaching contents and makes a better environment for students, it also breaks the traditional methods and improves the teachers' efficiency into the central language practice.
TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students	Martínez Hernández María A, Vargas Cuevas Junior A, Ramírez Valencia Astrid. Universidad Distrital Francisco Jose de Caldas (2018)	Repository Universidad Distrital Francisco Jose de Caldas:	It aims to analyze how technology can face the different problems presented when teaching English at Colombian schools and how these troubles can be faced with ICT in EFL in Colombia	Students were encouraged to demonstrate more critical and reflective thinking in English by watching videos containing cultural, social, and political content. Students who used technology tools reported feeling more at ease during activities as a result of seeing these types of films since they were able to learn about the real English native speakers conversing in a natural way.

The Challenges of Implementing Digital Literacy in Teaching and Learning Activities for EFL Learners in Indonesia	Devi Purmayanti, Monash University (2022)	Google scholar English Language Journal	By utilizing ICT within the context of EFL, this study seeks to increase awareness among educators and students of the difficulties in implementing digital literacy in the classroom.	Regardless of the advantages students stand to gain from integrating ICT into their EFL process. When attempting to include technology in the classroom, several difficulties were encountered. Applying technology in EFL has both beneficial and bad effects depending on location, resources, and expertise of its utilization.
The Barriers to the Use of ICT in English Language Teaching: A Systematic Literature Review	Aminuddin Hashemi, Journal of Information and Communication Technologies (2021)	Google scholar	This document intends to examine and determine the challenges at the teacher and school levels that prevent the use of ICT in English language instruction. The three main impediments to integrating ICT in EFL— a lack of time, a lack of teacher confidence, and a lack of efficient training—are the subject of this study in further detail.	The lack of interest, the lack of training when using ICT and the lack of time were the discoveries this research brought. All around the world the EFL seems to have the same barrier when using ICT, there is not a specific way to use it and teachers do not have enough training to take advantage of it in their English classes, this affects the quality of education which demonstrate that ICT still have a big gap to cover and it is not totally well applied in the EFL context.
The Influence of ICT in the Development of Writing Skills through an Online Platform	Jesús Andrés López Henao, Universidad Tecnológica de Pereira (2017)	Google scholar	The goal of this study was to ascertain how much the assistance of an online learning environment improved students' writing abilities when using the writing process wheel. This work aims to demonstrate the various drawbacks and advantages of utilizing ICT in EFL while taking into account how education has changed in recent years due to the usage of technology.	The results show that using ICT in the EFL classroom can help students write better, have more positive attitudes and confidence, and hence perform better linguistically.
Teachers' challenges to integrate ICT in EFL Teaching and learning activities	Rea Aisha Champa, Universitas Sebelas Maret (2019)	Google scholar	This text intends to show the different challenges and benefits when using ICT in EFL taking into account the transformation of educations in the last	There are still several failures when applying ICT in the field of EFL due to the lack of training and other factors that are not well structured when trying to implement ICT in

			years with the use of technology.	education. It is fundamental to find the way in which ICT can be more protagonist in the educational field and EFL
The Use of Blended Learning Approach In EFL Education	Mohammad Naim Rahim (2019)	Google scholar	Traditional language teaching methods are being heavily replaced in EFL education by new, technologically advanced methods. At the moment, blended learning is a valid strategy, and EFL education is surrounded by its components.	The study comes to the conclusion that blended learning, which combines traditional and online learning, can effectively be used to improve EFL instruction.
TBL, Self-assessment, and Use of ICT: A Methodological Option to Benefit the English Learning Process in a Colombian University	María Constanza Rodríguez, Lady Johanna Ramírez, Javier Mauricio Camargo, Politécnico Grancolombiano (2019)	Google scholar	This text explains how in Colombia new teaching strategies have been found in order to improve the teaching and learning EFL, it talks about the use of ICT in EFL and its results while applying it in the classrooms and activities.	The use of some of ICT's components in English lessons was necessary despite the difficulties it presented since they allowed students to develop problems successfully in a unique, inventive, and inspiring manner.
ICT Use in the EFL Classroom in Morocco: EFL Teachers' Personal and Technology-Related Variables	Abderrahmane Alaoui Ismaili, Sidi Mohamed Ben Abdellah University, Morocco (2022)	Google scholar	The use of information and communication technology (ICT) in Moroccan English as a Foreign Language (EFL) instruction is the subject of this study. It investigates the effects of human and technological factors on EFL teachers' use of ICT in high school English lessons.	This study has demonstrated that certain requirements, such as suitable and sufficient software, formal in-service computer training, and technical assistance, among others, are required for ICT use in the EFL classroom in Morocco.
The use of ICT tools in English language teaching and learning: A literature review	Alkamel, M. A. A., & Chouthaiwale, S. S. Veda's journal of english language and literature-JOELL (2018)	Google scholar	The process of teaching and acquiring a language is viewed as being challenging. To simplify such complexity, it is vital that highly developed teaching aids be made available. The recent and considerable expansion of the Internet has had a huge impact on teaching and learning, which have steadily become more dependable as a result.	This review of the literature looked at how ICT technologies are used in the teaching and learning of English. To separate the conventional practices and methods from the contemporary technologies used to teach English as a second language would seem to be impractical. These freely available online ICT resources can help make teaching second languages more effective.
Technology and the future of language teaching	Kessler, G. Ohio University. (2018)	Repository Ohio University	This essay explores the enormous role that technology-mediated social contacts now play in our daily lives, how we might use them to support	Given the accelerated development of technology and the social interaction and educational opportunities it fosters, it

			our learners, and how to use them in learning activities in a way that will encourage frequent language usage.	is becoming more important than ever for aspiring teachers, teacher educators, and postsecondary educators at all stages of their careers across a variety of languages to be aware of these changes.
ICT in EFL teaching and learning: A systematic literature review.	Sabiri, K. A. University of Tampere, Finland. (2020)	Repository University of Tampere, Finland.	This review of the literature's main subject is the investigation of information and communication technologies in the teaching and learning of English as a foreign language. It looks at a range of issues related to ICT integration, such as ICT tools, barriers to ICT integration, teachers' perspectives and perceptions of ICT, as well as the advantages and benefits of ICT integration in education.	Future researchers will likely benefit from the research results' practical advice and recommendations. The institutions and organizations who care about teacher training programs are virtually certainly going to use these findings to build curriculum that integrates ICT as much as possible. It would also assist the institutions in their efforts to train instructors who are well-versed in the use of technology in both teaching and learning.
ICT-Based Interactive Game in TEYL: Teachers' Perception, Students' Motivation, and Achievement.	Ratminingsih; Mahadewi; Divayana. International Journal of Emerging Technologies in Learning (2018)	Google scholar	The teaching of English to young students has been incorporated into the EFL curricula in several nations. The earlier learners got used to the language, the more successfully they will learn it, according to theories. The main goal of TEYL is to lay a foundation of fundamental oral communication skills that will support more sophisticated writing communication abilities.	The development of technology in our contemporary period has altered every aspect of life, including the educational system. If educators don't want to fall behind, they must make their lessons pertinent to the times. Given this, they should get support in their efforts to innovate their teaching, particularly TEYL. For instructing young students who are still in the concrete operational developmental stage, media is extremely important.
ICT use in EFL classroom	Nazara, S. Universitas Kristen Indonesia Jakarta, Indonesia (2019).	Google scholar	In order to provide a basic overview of the what, why, and how of ICT use in the field of EFL learning and teaching, this article examines and synthesizes recent studies and perspectives on the topic.	ICT gives instructors a wealth of resources to plan and communicate innovative teaching and learning strategies. Current ICT technologies even offer interactive online lessons for a number of fundamental language abilities, including

				learning, speaking, reading, and writing.
The benefits of using ICT in the EFL classroom: From perceived utility to potential challenges	Azmi, N. Journal of Educational and Social Research. (2017)	Google scholar	Research suggests that using information technology into EFL lessons might help students acquire the language more quickly, inspire them to keep learning, and spark their excitement and creativity. The challenges and barriers that many academics and EFL teachers have when seeking to include ICT into their lessons, however, have prompted debates and called into doubt the real benefits of using ICT in language courses.	The majority of evaluated papers show and show via study that effective information technology deployment in language classrooms stimulates learning, facilitates engagement and communication, and accelerates autonomous learning.
ICT and Education: Issues and Challenges.	Ciroma, Z. Mediterranean Journal Of Social Sciences. (2014)	Google scholar	This study seeks to ascertain whether ICT learning will eventually take the place of instructors or act as a supplemental source of information in the field of education.	ICT will take over conventional classroom interaction as the next form of instruction. It will make us more competitive on a global scale and contribute significantly to delivering information to the doorstep of the student.
Review on use of mobile apps for language learning.	Gangaiamaran, R; Pasupathi, M. International Journal of Applied Engineering Research. (2017)	International Journal of Applied Engineering Research. Google scholar.	The use of mobile technologies in language teaching and learning is growing quickly. Mobile assisted language learning (MALL) is accessible to all students without restrictions on time or place.	This review article sought to categorize applications in order to help learners of various categories select the best mobile app. Findings from papers and dissertations on mobile applications that have been studied indicate that listening abilities may be learned more easily than other skills.
What is technological pedagogical content knowledge (TPACK)?	Koehler, M; Mishra, P. Michigan State University, United States. (2009)	Google scholar	This study describes the framework for teacher knowledge for technology integration known as technological pedagogical content knowledge (TPACK), sometimes known as technology, pedagogy, and content knowledge (TPACK).	The TPACK framework offers several chances to support teacher education research, teacher professional development, and academic technology utilization. It offers methods for examining and creating fresh angles on a challenging problem like technology integration.
Investigating EFL teachers' perceptions on their TPACK	Aniq; Drajati. Leksika: Jurnal Bahasa, Sastra	Google scholar	EFL teachers must consider how contemporary	This study will hopefully add to our knowledge of the significance of the

development: how EFL teachers view seven domains on TPACK framework.	dan Pengajarannya. (2019)		technological innovations may support advancements in language learning and affect the roles and practices of professional educators in order to be able to widen their expertise.	TPACK framework in the context of EFL. According to the study, instructors were more likely to use ICT correctly and successfully the more familiar they were with the TPACK framework.
TPACK in teacher education: Are we preparing teachers to use technology for early literacy?	McKenney Voogt. Taylor & Francis group. (2017)	Google scholar	This study evaluates if and how five teacher education institutes help students get the technical pedagogical expertise required to effectively use technology for early literacy.	The results indicate that, in their existing curricula, the ICTs in our study barely devote any time to educating about technology's benefits for early literacy. Having said that, they did concur that it is important to include technology in the early literacy curriculum. They recognize the need of educating people about the possibilities of electronic books in particular.
Information and communication technology and education: Meaningful change through teacher agency.	Voogt; Knezek; Christensen; Lai. University of Southern Queensland. (2018)	Research Gate.com	Because teachers work in a variety of contexts with a variety of resources, because their prior knowledge and learners' needs vary, because technology is advancing quickly, and because societal expectations are changing, it is impossible for central authorities to prescribe educational experiences that will be suitable in every circumstance.	Particularly information and communication technology (ICT) is evolving swiftly. As a result of those advances, many sectors of social and economic activity have undergone upheaval, yet there is widespread concern that education is not evolving as swiftly as other businesses.
Trends and development in technology-enhanced adaptive/personalized learning	Xie; Chu; Hwang; Wang. A systematic review of journal publications. (2019)	Google scholar	The results of this study demonstrate how personalized/adaptive learning has always been a hot topic in this field and how individualized data sources, such as student preferences, learning achievements, profiles, and learning logs, have developed into the foundational elements of personalized/adaptive learning.	Adaptive/personalized learning is a critical learning paradigm in the study of educational technology. In this review study, we have addressed several important research questions, such as those relating to the implementation guidelines, the learning supports, the desired learning outcomes, the participants, and the hardware for the selected studies from 2007 to 2017.
Application of ICT in education and teaching technologies	Minamatov; Nasirdinova. Fergana	Google scholar	This article discusses the value of ICT for high-quality education and how	The findings demonstrate that utilizing ICT in

	Polytechnic Institute. (2022)		well it works in the classroom. ICT has a special function in enhancing teachers' and students' ability to explain and understand the lesson.	educational settings and extracurricular activities fosters students' interest in science, expands their creative potential, and motivates them to study more.
Developing ICT material to enhance EFL teachers performance in ELT classroom	Siswandi. Indonesian Journal of Integrated English Language Teaching. (2017)		This essay has predicted an exciting future in which new literacies are embraced as a focus and a method for studying and teaching English as a subject.	The effect of the instructor is unquestionably critical in determining how ICT is utilized in the classroom, as educators and professionals were the first to show. The majority of ICT training initiatives focus on teachers' technical skill development in isolation and do not relate teachers' technical skills to the integration of ICT as a pedagogical tool across the curriculum.
A review of technology integration in ELT: From CALL to MALL	Al-Kadi, Abdu. Language Teaching and Educational Research. (2018)	Google scholar	This is an effort to provide a high-level overview of how technology and ELT have coexisted. It briefly describes a number of widely used technology tools, applications, and methodologies, beginning with the thrill provided by CALL, which predates MALL and its allied technologies.	Early technologies were primarily used to transmit and store data, but current ICTs have broadened the innovation spectrum by incorporating email, synchronous chat, asynchronous discussion groups, and the other web-based applications. These days, L2 pedagogy is connected to computers, smartphones, and online tools.
Effect of technology enhanced language learning on vocabulary acquisition of EFL learners.	Taj, Hassan; Ali; Sipra; Ahmad. International Journal of Applied Linguistics & English Literature. (2017)	Journal Arab World English	The study examined how chances for tertiary level EFL reading comprehension offered by computer-assisted language learning (CALL) and mobile language learning (MALL). This study used pre-formed, intact groups to conduct a quasi-experiment. With a pretest and posttest, a control group design was used.	The goal of the current study was to assess how technology was used to teach reading comprehension at a public institution. Acquiring reading comprehension is a challenging and difficult skill. We are unable to predict exactly how a reader will respond to a text given his or her own knowledge base.
The Impact of Mobile Game-Based Language Learning Apps on EFL Learners' Motivation	Gamlo, N. Canadian Center of Science and Education. (2019)	Google scholar	This study explores how Saudi female EFL students' motivation to learn English is impacted by the introduction of mobile game-based language learning apps (MGBLLAs).	The research examined the impact that MGBLLA integration had on Saudi EFL learners' motivation and perception of their own value as English language learners.

Developing a mobile app for learning English vocabulary in an open distance learning context.	Makoe, M; Shandu, T. International Review of Research in Open and Distributed Learning. (2018)	Google scholar	The study's objective is to design and implement a mobile application that will enhance English vocabulary teaching and learning.	This article has discussed the importance of technological and pedagogical components of mobile app interventions for vocabulary teaching and learning. This study served as an example of the need for treatments to include both the teaching and learning environment and the students for whom the interventions are designed.
The use of language learning apps as a didactic tool for EFL vocabulary building	Guaqueta, C. A., & Castro-Garces, A. Y. Canadian Center of Science and Education. (2018)	Google scholar	This study analyzes the use of language learning apps as a pedagogical tool for vocabulary development in the context of English as a Foreign Language (EFL). It was developed utilizing a mixed-methods approach and concurrent design to collect, look at, and assess both qualitative and quantitative data.	Despite the limited resources, obstacles, and resistant students, this project was a great opportunity to use the tools available to help kids enhance their vocabulary. The positive results encourage us to keep enhancing our instructional strategies.
Students' perspectives of online language learning during corona pandemic: Benefits and challenges	Zboun, J., & Farrah, M. English Department, Faculty of Arts. (2021)	Googl scholar	The goal of this study was to gain a better understanding of the benefits and challenges of Hebron University's totally online courses from the perspective of the students. The advantages and challenges of online learning were examined from the viewpoint of students.	The results of the survey, which was given to 82 students, indicate that pupils are dissatisfied with the online classroom. Because they engage, connect, and are more driven in conventional classrooms, they enjoy and recommend them more. They believe that there are more drawbacks to taking classes online than advantages.
The influence of virtual learning environments in students' performance	Alves, P; Miranda, L; Morais, C. Universal Journal of Educational Research. (2017)	Universal Journal of Educational Research	This essay focuses on how the use of a virtual learning environment (VLE) affects students' academic achievement. A study from a public higher education institution conducted during the academic year 2014–15 and stressing the frequency of access to a VLE and its link with students' performance is offered in order to describe virtual learning environments.	The study, which was conducted over the academic year 2014–2015 with 6347 undergraduate students from a public higher education institution in Portugal, is summarized in the conclusions. In this study, it was determined how frequently students used the virtual learning environment (VLE) that the institution had set up, and how frequently they

				used it in relation to their academic performance.
The advantages and disadvantages of virtual learning	Dung, D. Journal of Research & Method in Education. (2020)	Google scholar	Virtual education has thrived and become even more essential to university and school life around the world since the Covid-19 pandemic outbreak. Along with the increase in virtual courses, concerns about the quality of education it provides and the challenges both the instructor and the learner face are expanding.	Analyzing the advantages and disadvantages of virtual learning is crucial in order to find the best course of action for enhancing the quality and effectiveness of the courses. One of the most crucial things students can do is maintain the discipline to participate in online sessions and the excitement to learn.
Students' perspectives on the design and implementation of a blended synchronous learning environment	Wang, Q; Huang, C; Quek, C. L. Australasian Journal of Educational Technology. (2018)	Google scholar (Marcelina & Wang, 2023)	The blended synchronous learning environment (BSLE) designed for a group of master's students taking a course at a teacher training facility was the subject of this study. The majority of students can participate in the course in person thanks to the BSLE, while the remaining students can join the same sessions via videoconferencing from other locations.	This study lends credence to the premise that using videoconferencing to set up a BSLE can give online learners the opportunity to participate actively in classes. But blended synchronous learning can also have certain disadvantages.
EFL Student's Perception of Teachers' Hybrid Teaching Style: A Case Study.	Marcelina, S; Wang, L. Journal of Applied Linguistics and English Education. (2023)	Repository Universitas PGRI Adi Buana Surabaya, Indonesia	This study aims to determine how students perceive teachers' hybrid teaching strategies. With the aid of this research, you may learn how to instruct lecturers using contemporary media that contradicts everything they currently believe to be true, right, and promising to carry out. Of course, this is because there are various disparities in how students perceive lecturers' current approaches to teaching hybrid learning.	According to research, a large number of students struggle to use learning resources for online learning, they must provide electronic tools for hybrid learning, and they are dissatisfied with the lecturer's teaching style when learning online because the subject matter is challenging for them to understand due to the lack of interaction between lecturers and students.

Note. This was the recompilation of authors who also investigated the benefits and implications of using ICT in EFL and ELT fields. In the previous chart, the top 40 sources used to research the monograph were registered. Table created by the monograph's author.