

INNOVATION IN ENGLISH LANGUAGE TEACHING: THE IMPLEMENTATION OF DIGITAL TECHNOLOGY IN THE CLASSROOM

Moh. Hafidurrahman¹, Risca Dwiaryanti²

^{1,2}Institut Agama Islam Al-Khairat Pamekasan, Jl. Raya Palengaan No.2, Pamekasan, Jawa Timur, Indonesia
Email: hafidzbarizi@gmail.com

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Abstract. The rapid advancement of technology has transformed various sectors, including education. The journal explores the integration of digital technology in English language instruction (ELT), highlighting its impact on classroom dynamics, student engagement, and overall learning outcomes. This article also discusses the challenges and strategies of effective implementation, providing recommendations for educators aiming to integrate digital technologies that have transformed English language instruction (ELT) by introducing innovative tools that enhance classroom engagement, personalize the learning experience, and provide access to authentic materials. The research method used in this article is a literature research design, which involves a structured process in identifying, analyzing, and interpreting findings related to phenomena. Exploring the benefits of these innovations, including increased student motivation and improved language proficiency. The study concludes with recommendations to effectively combine digital technology with traditional teaching methods to optimize language learning outcomes to improve language mastery through digital innovation. This paper examines the implementation of various technology platforms, such as interactive tools, multimedia resources, and artificial intelligence-enabled applications, in the context of ELT

Keywords: Digital Technology, Innovation, Interactive Platforms

Abstrak. Pesatnya kemajuan teknologi telah mentransformasi berbagai sektor, termasuk pendidikan. Jurnal ini mengeksplorasi integrasi teknologi digital dalam pengajaran bahasa Inggris (ELT), menyoroti dampaknya terhadap dinamika kelas, keterlibatan siswa, dan hasil pembelajaran secara keseluruhan. Artikel ini juga membahas tantangan dan strategi penerapan yang efektif, memberikan rekomendasi bagi para pendidik yang bertujuan untuk mengintegrasikan teknologi digital yang telah mengubah pengajaran bahasa Inggris (ELT) dengan memperkenalkan alat-alat inovatif yang meningkatkan keterlibatan kelas, mempersonalisasi pengalaman belajar, dan menyediakan akses ke materi autentik. Metode Penelitian yang digunakan dalam artikel ini adalah desain penelitian kepustakaan, yang melibatkan proses terstruktur dalam mengidentifikasi, menganalisis, dan menafsirkan temuan yang berkaitan dengan fenomena. Mengeksplorasi manfaat dari inovasi ini, termasuk peningkatan motivasi siswa dan peningkatan penguasaan bahasa. Studi ini diakhiri dengan rekomendasi untuk memadukan teknologi digital dengan metode pengajaran tradisional secara efektif guna mengoptimalkan hasil pembelajaran bahasa guna meningkatkan penguasaan bahasa melalui inovasi digital. Tulisan ini mengkaji implementasi berbagai platform teknologi, seperti alat interaktif, sumber daya multimedia, dan aplikasi yang didukung kecerdasan buatan, dalam konteks ELT.

Kata Kunci: Teknologi Digital, Inovasi, Platform Interaktif

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INTRODUCTION

Innovation in education is essential for achieving the goal of teaching. These innovations are necessary to boost efficiency and enhance the quality and accessibility of teaching opportunities. While education is not a sector resistant to change evidenced by ongoing improvements in classrooms. It has yet to fully harness the power of innovation to maximize positive outcomes. The management of innovation plays a crucial role in the advancement of education, as the success of educational development relies heavily on its effective implementation. Numerous failures in educational reform highlight the need for a deeper understanding and application of the principals involved in managing educational change, which could greatly enhance the field. Applied linguistics, in particular, should give more attention to the insights provided by innovation theory and practice (Waters, 2009).

The primary motivations for change demonstrate the importance and prevalence of innovations in education. Governments, school administrators, and teachers alike often seek to improve the effectiveness of education for students (Burchett, 2014). Innovations can help schools stay aligned with current research and developments, and also serve as a tool for promoting educational equity and fairness across diverse groups in society. Additionally, educational change can contribute to enhancing economic competitiveness. However, not all reasons for innovation are idealistic. Sometimes, governments and policymakers implement changes to create the appearance of being modern or to project an image of progress. These changes may also be driven by the desire to strengthen accountability systems or achieve short-term political gains (Wedell, 2009). In a globalized context, governments may also feel compelled to adopt innovations already in place in other industrialized nations. Successfully managing innovation is notoriously difficult, classic work, there are five key factors that influence how end users respond to change: relative advantage, compatibility, complexity, trialability, and observability (Menzli et al., 2022).

Technological advancements have had a profound impact on educational methodologies, particularly in the teaching of languages. English, as a global lingua franca, has seen significant pedagogical innovation through the integration of digital tools. The shift from traditional methods, such as textbooks and chalkboards, to interactive platforms, online resources, and multimedia content has created new opportunities for more effective language learning. This journal explores how digital technology can be applied to enhance English language teaching (ELT) and highlights the benefits, challenges, and implications for teachers and learners alike (Nguyen & Ngo, 2022).

Technology is a significant influence of the 21st century, playing a crucial role in various aspects of life, including education. The rapid advancement of technology is viewed as both a necessity and an opportunity for enhancing the quality of education globally. In the educational context, technology is defined as the strategic use of creative tools to achieve learning objectives (This requires teachers and educators to embrace and implement technology in their classrooms. Kurniawati supports this by noting that technology has had a profound impact on education recently, making it essential for teachers to become familiar with and apply it in their teaching practices (Kurniawati, 2018).

Incorporating technology into various subjects, including English language teaching, is a key aspect of 21st-century education. Several forms of technology have been employed to transform the way English is taught, particularly through electromechanical systems used as delivery modes (Cahyani & Cahyono, 2012). The integration of technology in language teaching has the potential to enhance students' language experiences, significantly improving the quality of learning. Research has also shown that technology has a positive effect on students' critical thinking skills. Tathahira (2020) adds that the challenge of incorporating critical thinking into classrooms can be mitigated through technology, which can promote and stimulate students' critical thinking. Research Questions, what are the current trends in the implementation of digital technology in English language teaching, and how do digital tools influence student engagement and critical thinking in the classroom? What challenges do educators face in integrating technology into their teaching practices?

Several studies have documented positive results, showing that technology integration effectively fosters students' critical thinking abilities. Technology offers practical problems that encourage critical thinking, while also providing students with a platform to express and defend their ideas freely (Giraldo-García et al., 2015; Rusdin, 2018; Jannah et al., 2020). These studies also highlight that the success of technology-based learning depends not only on the availability of digital tools but also on teachers' competencies, including digital literacy, creative thinking, and communication skills.

Murugan et al., (2013) previously stated that critical thinking can be developed through real-life contexts, which can be enhanced with technology. A study by Ismail et al. (2018) found that using a technological application helped improve students' critical thinking skills, as evidenced by higher-order thinking skills (HOTS) test results. Additionally, Shakirova's research showed that the use of video and podcast technology for more complex tasks led to improved critical thinking, with fewer logical errors in students' responses. Overall, integrating technology effectively stimulates and develops students' critical thinking skills.

Interaction between teachers and students is facilitated through technology, with teachers using tools like YouTube videos to significantly improve student learning outcomes, particularly in terms of critical thinking skills. Fatimah argue that creating a fun learning environment can stimulate students' critical thinking, as shown by the use of tools like Toondoo in English classrooms to promote creativity and critical thinking (Agustina et al., 2023). Students' motivation also plays a role, with those who are more motivated performing better on HOTS-based assessments. For example, using mind mapping tools such as Mind Maple has been shown to enhance critical thinking skills compared to traditional methods (Stepanechko, 2022).

Additionally, e-books and browsing applications provide students with a wealth of information, supporting critical thinking by offering diverse learning resources. Mobile applications, which are accessible through smartphones, also offer a convenient way to foster critical thinking without sacrificing impact. (Agustina et al., 2022) found that using the "English with Noni" app in EFL classes significantly improved students' critical thinking compared to a control group, with students noting that it helped them develop skills like predicting, reasoning, and problem-solving.

Furthermore, mobile-assisted task-based learning, such as interactive games, has been shown to improve critical thinking, language skills, and motivation. The studies demonstrate that these games not only enhance learning outcomes but also increase student engagement and achievement (N. Agustina et al., 2022). These findings underscore the role of teachers as active facilitators, using technology to improve their performance and support students in developing critical thinking skill.

METHOD

This research uses library research design, which involves a structured process of identifying, analyzing, and interpreting findings related to a specific phenomenon or issue to address a predetermined research question (Sari, 2020). This study is intended to study about *Innovation in English Language Teaching: The Implementation of Digital Technology in the Classroom*. This research design focuses on exploring the innovation of teaching and integration of digital technology in English language teaching (ELT). The objective is to examine how innovative technological tools can enhance language learning outcomes and foster critical thinking among students. This study will employ a library research approach, utilizing a systematic literature review to collect and analyze existing empirical studies,

theoretical frameworks, and relevant literature in the field of ELT and digital technology (Burchett, 2014).

The data will be gathered from peer-reviewed journal articles, conference papers, and books related to the topic. Sources will include: Journals indexed in Sinta Ristekdikti. The data Analysis will involve; thematic coding of the collected literature to identify key themes and patterns related to digital technology in ELT, comparative analysis of findings across different studies to highlight innovative practices and their impacts on language learning. Evaluation of challenges and barriers faced by educators in technology integration (Glidden, 1993).

The study aims to provide a comprehensive overview of how digital technology is currently being utilized in English language teaching. Highlight successful strategies and innovative practices that enhance student engagement and critical thinking. Identify gaps in the literature and suggest areas for future research (Agustina et al., 2022). This library research design will contribute to a deeper understanding of the role of digital technology in English language teaching and offer insights into best practices for educators aiming to innovate their teaching methods (Sari, 2020).

RESULTS

Building Vocabulary Learning

Vocabulary has become a crucial component of various competitive exams, and a strong vocabulary is essential for achieving high scores on written tests and for effective verbal communication. It has been observed that many students struggle to articulate their thoughts due to a limited vocabulary. Traditional methods for enhancing vocabulary, such as quizzes, flashcards, and Sudoku, often proved ineffective; students would memorize words and their meanings but fail to retain them over time. As a result, their usage of these words remained low. In response, educators turned to mnemonics as a strategy. They provided a set of 25 words accompanied by mnemonic aids, followed by a classroom activity designed to assess retention and usage (Berezenko et al., 2022).

Describing and Narrating Visual

The aim of this activity was to improve students' communication skills and encourage them to speak spontaneously on a given topic. Students engaged in a brainstorming session using visual stimuli, prompting them to look outside the window or observe an object within the classroom and describe what they saw. They described items such as fans, light bulbs, passersby, trees, and the sky, connecting these observations with technical explanations and

scientific details. In addition to assessing their thought processes, the activity evaluated each student's use of grammar, pronunciation, and vocabulary. A picture-reading exercise was also included, followed by a narration session, where grammatical errors were identified and corrected. This exercise served as an effective participatory tool for enhancing proficiency in the English language (Arora et al., 2017).

Peer Learning

Patrick deWitt highlights the significance of peer learning as a valuable self-improvement tool. He emphasizes this in his quote: "I don't want to be taught lessons, and I don't want to be spoken down to. I want to be treated as a peer and to feel welcome." In response, the instructor organized role plays as a participatory learning activity. Students were assigned various roles and encouraged to apply grammatical rules while enacting different scenarios. The goal was to foster correct articulation through appropriate dialogue delivery (Arora et al., 2017).

Blended Learning Approach

Combining traditional teaching methods with digital tools can offer a balanced approach. This hybrid model ensures that while technology enhances the learning experience, core language skills are still taught effectively. Blended learning, in particular, enhances student interactions, communication skills, self-confidence, and self-awareness. It fosters discussion and collaboration not only between students and their instructors but also among peers and course materials, resulting in a generally positive experience for students. This approach encourages students to become more engaged in their learning and makes the learning process more interesting and dynamic. By integrating modern technologies and tools, courses can leverage resources that students in this digital age are already comfortable with, making them more willing to participate and collaborate in e-activities that support a constructivist approach. (Bouilheres et al., 2020).

DISCUSSION

Innovative teaching methods are essential skills for high school educators or teachers, particularly in teaching English. Research in cognitive science has shown that specific techniques and approaches can significantly enhance the learning process. When applied effectively, attention management and creative learning strategies benefit both students and teachers of foreign languages. The new General Education Program for English in grades 3-12 incorporates the following teaching methods (Caparrós, 2017):

Visualization

Learning English can be challenging for students, especially when it comes to memorizing facts, vocabulary, and pronunciation. Organizing knowledge and linking it to key concepts and learning objectives such as visualizing word forms, understanding how to pronounce and remember them helps deepen students' comprehension. Teachers who use visualization techniques effectively can convey knowledge more efficiently, enabling students to gain a deeper, long-lasting understanding of what they learn (Patahuddin et al., 2020). Visualization is particularly beneficial for teaching reading and writing. Teachers can use this method to help students visualize scenes or actions from a text read aloud. This approach also allows teachers to correct pronunciation, identify mistakes, and clarify words that don't fit the context. Visualization boosts students' confidence in presenting their ideas in front of others (Patahuddin et al., 2020).

Active Learning

Encouraging students to engage in self-study, group discussions, and collaborative problem-solving is crucial for learning English, a subject that requires practical application. Without practice in daily life, the language learned remains inactive (Lombardi et al., 2021). However, many teachers struggle with unresponsive students who may remain silent when topics are introduced for discussion. According to the Johns Hopkins Center for Educational Resources, incorporating active learning activities is a key way to stimulate student engagement, prompting them to think, speak, and share ideas in the classroom. Therefore, guiding students to actively participate in classroom activities is essential to foster their involvement and encourage active learning (Lombardi et al., 2021).

The Integration of Technology as Learning

The integration of technology into learning platforms plays a crucial role in helping teachers create online learning environments for students. As noted by Lo (2023), a digital classroom can be enhanced with learning platforms that enable teachers to engage students through classroom discussions or by providing pre-lesson activities online. Properly preparing students for online learning can improve their readiness, fostering critical thinking during the learning activities offered on the platform. Tathahira (2020) emphasize that students' critical thinking can be developed in online learning by offering clear interaction spaces, open-ended discussions, and time for reflection.

Thus, learning platforms are key in stimulating students' critical thinking in online learning environments. For example, the use of Edmodo in a blended classroom setting has been shown to motivate students and enhance their scientific critical thinking through discussion features (Wahyuni, 2022). These platforms allow students to engage in open-ended discussions around problems presented by their teachers, further supporting critical thinking development. The integration of technology as a learning medium plays a crucial role in enhancing students' critical thinking. Often, traditional language learning environments do not provide students with a natural, real-world setting to foster critical thinking, but the rapid development of technology now allows teachers to use various technological tools to simulate more authentic learning experiences (Bouilheres et al., 2020).

Nurkhin highlight that incorporating technology into learning media leads to better student performance, as reflected in higher-order thinking skills (HOTS) test results (Pradeepa & Hema, 2022). The study further notes that students' gender has no significant effect on critical thinking test scores, but the use of technology, such as online quizzes, digital games, YouTube videos, and podcasts, does. The impact of using technology as a learning medium depends on the type of technology and the subject matter being taught, with certain tools proving more effective in enhancing students' critical thinking (Fernández-Lozano et al., 2022).

Interactive Platforms

Platforms like Google Classroom, Zoom, and Microsoft Teams have become essential in modern classrooms, especially in a post-pandemic world. These platforms allow for real-time interaction between teachers and students, breaking down geographical barriers. Features such as breakout rooms and chat functions promote collaborative learning, while quizzes and polls enable instant assessment of student comprehension. To assess the effectiveness of the interactive teaching platform, we conducted an experiment by utilizing it to manage the university's interactive online teaching resources. The platform was tested under specified limits and load conditions, employing artificial intelligence techniques. We randomly selected 300 students from the same grade and divided them into two equal groups: the experimental group and the control group. Prior to the experiment, the overall learning ability of both groups was relatively similar. The students in the experimental group were organized using the designed platform, while the control group was grouped randomly (Zhang & Song, 2024).

Multimedia Resources

The use of multimedia, including videos, audio files, podcasts, and animations, has diversified the ways in which English is taught. These resources appeal to different learning styles, making lessons more engaging and effective. Video platforms such as YouTube and language learning apps like Duolingo and Babbel help students practice listening and speaking skills outside the traditional classroom environment. The advancement of Internet technology has raised expectations for the reliable distribution of multimedia wireless network modular teaching resources. Multimedia teaching has been explored and implemented in various countries for some time. For instance, IBM introduced the first generation of computer-assisted instruction systems in the United States in 1946, over a decade after the invention of the first computer. However, due to its large size and complexity, the system did not gain widespread adoption. In developed countries like the United States, there is a significant utilization of fundamental resources. They have long achieved computerization and networking in education, along with effective management of communication channels. Traditional teaching methods remain prevalent in the American education system (Lu, 2022).

Artificial Intelligence in Language Learning

Artificial intelligence (AI)-powered tools, such as Grammarly, ChatGPT, and language translation apps, offer personalized language assistance. These tools provide real-time feedback on grammar, sentence structure, and pronunciation, enabling learners to refine their skills independently. The use of AI also allows teachers to identify and address individual learning needs more effectively. This paper explores the integration of artificial intelligence with online education in country music to create an interactive platform for teaching. First, it summarizes key content in country music, covering music theory and instrument-playing skills. Next, it examines the influence of AI on students, providing guidance on effective use of AI technology. The study reveals the nature of weighted linear regression through a weight function, determining proportional coefficients. Regression coefficients are calculated using the interactive platform, which is then used to analyze relevant factors in country music education. The minimum variance linear unbiased estimation is employed to identify the best online teaching methods. Analyzing two aspects of music education learning ability and effectiveness highlights the significant role of AI in enhancing the overall development of rural students (Zhang & Song, 2024).

CONCLUSION

The conclusion of this study, it can be concluded that the integration of digital technology in English language teaching has revolutionized the way languages are taught and learned. While it presents challenges, the benefits far outweigh them, offering more engaging, personalized, and efficient learning experiences. To maximize these benefits, educators must receive adequate training, and technology must be used strategically to support rather than replace traditional teaching methods. The future of ELT is undoubtedly intertwined with technological innovation, and as digital tools continue to evolve, so too will the methodologies and strategies for teaching English as a global language. In conclusion, the integration of digital technology in English language teaching represents a significant innovation that enhances both teaching practices and student learning experiences. By utilizing various digital tools and resources, educators can create more engaging and interactive environments that cater to diverse learning styles. This approach not only fosters better communication and collaboration among students but also promotes self-directed learning and critical thinking skills. As technology continues to evolve, it is essential for educators to adapt and incorporate these advancements into their teaching methodologies. Ultimately, the successful implementation of digital technology in the classroom can lead to improved language proficiency and a more enriched educational experience for learners, preparing them for the demands of a rapidly changing world. The results of this study conclude that integrating technology into English language teaching effectively enhances students' critical thinking skills. This integration occurs across three main areas: learning methods, learning media, and learning platforms.

Using technology as a learning method positively impacts students' critical thinking by incorporating approaches like online learning, digital storytelling, and online peer assessment. Learning media play a crucial role in supporting the educational process, requiring teachers to provide effective resources to optimize their instruction. Tools such as YouTube videos, Toondoo, e-books, Mind Mapple, podcasts, and various browsing applications have proven effective in stimulating students' critical thinking. Additionally, technology serves as a learning platform essential for facilitating online education, providing discussion forums, and enabling classroom interactions. The use of platforms like Edmodo demonstrates that integrating technology in this way significantly enhances students' critical thinking abilities, leading to noticeable improvements in their skills.

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