

The Impact of ICT Integration on Secondary English Language Learning

OPEN ACCESS

Manuscript ID:
ENG-2026-14049973

Volume: 14

Issue: 4

Month: September

Year: 2026

P-ISSN: 2320-2645

E-ISSN: 2582-3531

Received: 10.07.2026

Accepted: 16.08.2026

Published Online: 01.09.2026

Citation:

Karunya, M. and
K. Muthamil Selvi. "The
Impact of ICT Integration
on Secondary English
Language Learning." *Shanlax
International Journal of
English*, vol. 14, no. 4, 2026,
pp. 34–42.

DOI:

[https://doi.org/10.34293/
english.v14i4.9973](https://doi.org/10.34293/english.v14i4.9973)



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Abstract

The use of Information and Communication Technology (ICT) in education is garnering increasing attention, especially for its ability to make language learning more successful and enjoyable. This study aimed to investigate the effects of ICT on secondary school English language instruction. To assess learning outcomes, the study used an experimental research design and included pre- and post-test measurements for the two groups. At a public secondary school in Bagmati Municipality, Sarlahi district, sixty ninth-graders participated in the study. From this group, 30 students were chosen for in-depth interviews to collect qualitative insights into their learning experiences. The study's conclusions showed that the academic performance of the two groups differed significantly. In particular, pupils who received instruction through ICT-based methods significantly outperformed those who received instruction through traditional means. These results demonstrate how well ICT integration can improve English language learning (ELL) in secondary schools.

Keywords: AI Tools, Digital Learning, ELL, ICT Integration, Student Engagement, Secondary Level.

Introduction

Information and communication technology (ICT) is a vast and constantly changing sector that is essential to modern life. At its heart, ICT refers to all technologies used to handle telephony, broadcast media, intelligent building management systems, audio-visual processing and transmission systems, and network-based control and monitoring activities (UNESCO, 2009). It goes beyond traditional Information Technology (IT) by emphasizing the integration of various communication tools—such as computers, mobile devices, Internet platforms, and multimedia applications—into cohesive systems that facilitate the processing, dissemination, and exchange of information across diverse contexts. In today's society, we regularly interact with ICT by sending emails, screening films, using smartphone apps, joining video conferences, accessing educational platforms, or engaging in virtual collaboration (ITU, 2020).

The ability of ICT to seamlessly integrate different communication technologies into an interactive system is one of its transformational properties. Umar and Hassan (2015) observed that such technology integration has played a part in building a "global village," where information and ideas may cross regional,

national, and cultural boundaries virtually quickly. This level of connectivity has revolutionized not only how we engage socially and professionally, but also how we study and teach.

ICT has substantially impacted education worldwide by changing how information is provided and received by students. This makes teaching and learning more dynamic and participatory. According to Kilag et al. (2023), the use of ICT in education makes learning more interesting and accessible, leading to better educational outcomes for students. Students are no longer limited to textbooks and classroom lectures; with ICT, they can access digital libraries, multimedia presentations, virtual laboratories, and online debates, all of which enhance their learning experiences.

Despite widespread support for integrating ICT into classrooms, many poor nations, including Nepal, continue to encounter several obstacles to its successful adoption. Nonetheless, progress in this field is hampered by infrastructure constraints, erratic Internet connectivity, and a dearth of digital resources (Bala et al., 2023). Beyond these technical barriers, instructors' mindsets present another significant problem. Whether teachers use ICT in the classroom is largely dependent on their attitudes, self-assurance, and conviction in its value. Joshi et al. (2021) stressed that to overcome these obstacles on a personal and professional level, secondary school teachers in Nepal require extensive ICT training programs.

ICT integration in education has many well-established advantages. ICT promotes student collaboration and increases access to instructional resources (Saradha, 2023). Additionally, it facilitates differentiated instruction, enabling educators to modify lessons to meet the requirements and styles of each student. Multimedia content, instructional software, and online tests are examples of ICT tools that contribute to individualized and efficient learning. According to Fontanos et al. (2020), ICT fosters critical thinking, creativity, and problem-solving, in addition to student-centered learning.

Additionally, a study demonstrated that the use of ICT in the classroom improves academic achievement, student involvement, and enthusiasm (Alisoy, 2023). Digital technologies can make

learning feel more like a discovery activity rather than a passive absorption of information. For instance, educational games, simulation software, and interactive whiteboards may make even the most difficult subjects interesting and intelligible to students. This change is crucial in a time when digital literacy is just as important as reading and writing.

Teaching and learning English as a foreign language is one area where ICT has demonstrated significant potential for improvement. With globalization, English proficiency has become a vital skill in both academic and professional settings. ICT resources such as online dictionaries, grammar checkers, language-learning apps, and multimedia content help create a dynamic and immersive environment for students to improve their English skills. According to Altun (2015), technology improves language learning by keeping students interested and making classes more engaging and interactive. These tools can help improve pronunciation, vocabulary, listening skills, and cultural awareness through exposure to native speakers in real-world contexts.

ICT offers a range of instructional techniques and content formats that enhance language input and the learning environment (Qin and Shuo, 2011). Teachers can use videos, music, podcasts, and smartphone apps that adjust to the speed and tastes of students to enhance traditional classroom activities. As a result, learning English has become more adaptable and interesting, promoting both language acquisition and a stronger bond with the subject.

The COVID-19 pandemic served as a major turning point in how school systems around the world, including Nepal, addressed ICT. As schools shut down and in-person classes became impracticable, instructors were forced to adapt to remote online instruction. Even though the shift was difficult, it demonstrated the potential of ICT in preserving pedagogical continuity and accelerated the adoption of digital technologies. Although the abrupt change revealed a number of systemic flaws, Dawadi et al. (2020) noted that it also brought long-lasting improvements in teachers' digital teaching methods. For many educators and students, this experience signaled the beginning of a broader integration of technology into regular learning processes.

In today's schools, ICT opens up infinite opportunities for students. Students can access international databases, participate in collaborative projects through shared platforms, attend virtual classes, and receive coaching from AI-powered apps (UNESCO, 2022). These materials empower learners to take ownership of their education by reviewing lessons at their own speed, investigating topics of particular interest, and preparing for a world that increasingly prizes digital proficiency (Ally, 2019).

ICT has drastically changed how education is conducted nowadays. This has opened opportunities for more interactive, inclusive, and successful teaching and learning processes. The digital divide can be closed with continued efforts in infrastructure development, teacher training, and governmental support, even though difficulties still exist, especially in poorer nations. With appropriate strategies, ICT can transform classrooms into vibrant learning environments where all students can thrive, regardless of their background or learning style. Adopting ICT in education is essential as we continue to traverse the digital world; it is not only an option but a necessity.

Objectives

The primary goal of this study was to determine how ICT can support English language instruction and learning. It also sought to learn how secondary school students felt about using ICT to learn English.

Review of Related Literatures

ICT integration in education has made it possible to significantly alter current teaching approaches, especially in English language schools. It has enabled teachers to embrace learner-centered pedagogies, encourage individualized learning processes, and provide students access to various high-quality and authentic resources. However, many educators, particularly in poor nations, do not have the necessary professional skills to employ these digital tools or creative teaching methods. Schleicher (2020) emphasized the disparities in digital competency and access for students from underrepresented groups, who are more vulnerable to falling behind because of restricted ICT access and inadequate support for independent study. Sabiri (2020) promotes

successful ICT integration for teachers to be trained not only with fundamental technical abilities but also with specific pedagogical competencies to improve students' language development, individualized learning, engagement, and access to high-quality educational resources. The report also emphasizes that ICT integration is about more than just having technology in the classroom; it is about using it effectively and meaningfully to enhance teaching methods.

According to Poudel (2022), further exposes a surprise truth that whereas teachers demonstrate a good attitude towards ICT integration in English language teaching classes, their classrooms remain the same as in the traditional classroom, presumably due to numerous contextual circumstances. In this context, Lubis (2018), in a qualitative study of 13 English teachers in Indonesia, found that although teachers were positive about ICT integration into their classrooms, they usually limited ICT to searching for materials and preparing presentations rather than enhancing language production, interaction, and communication. Moreover, teachers faced considerable impediments, including limited time and technical issues, which hampered the full integration of technology. Teachers reported hurdles such as a lack of time, poor training, and technical issues. Similarly, Atyang et al. (2018) conducted a study in Bungoma sub-county, Kenya, and found that many schools were well equipped with ICT equipment, but their actual usage in classrooms was negligible. Teachers were discovered to employ traditional, lecture-based methods and lacked professional assistance for integrating ICT into their communicative and learner-centered language classrooms. One intriguing discovery was that, despite the school administration's support and encouragement of ICT integration in the classroom, the actual implementation of ICT integration was hampered by poor infrastructure and restricted access to ongoing training. These results highlight the persistent difficulties caused by discrepancies between stakeholders' goals and actual classroom conditions. Globally, there is a serious concern about the discrepancy between institutional or national policies that support ICT integration into classroom pedagogy and actual classroom implementation.

Musa and Garba (2019) surveyed the impact of ICT integration on mathematics learning among 115 students from selected private and public secondary schools in Makurdi Metropolis, Nigeria, and found that the use of ICT in teaching mathematics not only improved the overall efficiency of the teaching process but also enhanced students' understanding of key mathematical concepts. The findings of this study show that technology is a valuable tool for making abstract mathematical ideas more approachable and interesting for learners. Although their study did not specifically address teaching English, the implications are important: if technology can help students understand difficult mathematical concepts, it can also be used to teach English.

Khan and Kuddus (2020) investigated the dynamics in the context of Bangladeshi secondary schools. One hundred English language teachers participated in the study, which found that while policy-level support and initiatives for ICT integration into education had been growing, practical implementation had lagged because of institutional inertia, infrastructure deficiencies, and a lack of training. It was discovered that although teachers are enthusiastic about utilizing technology in the classroom, they are reluctant to do so because of the context-specific resources and supportive mechanisms. The study highlighted a systemic problem: despite the fact that ICT policies may be beneficial and forward-thinking, their teaching conditions and technology limitations in rural or under-resourced settings prevent them from adapting their daily classroom instruction to include ICT. The potential use of ICT to improve English language instruction in important and useful ways is severely limited by such disconnections.

However, research indicates that the successful incorporation of ICT into language instruction positively affects learning outcomes and pedagogies. For example, Assylzhanova et al. (2022) conducted a quasi-experimental study in Kazakhstan to evaluate the impact of an ICT-enhanced blended learning method on primary school pupils' English proficiency and attitudes toward English classes. According to the study, pupils who were taught using a computer-assisted blended curriculum performed better than their classmates who were taught in

conventional settings. The inclusion of multimedia tools and interactive exercises not only boosted their academic progress and retention, but also fostered a positive attitude toward language learning. Similarly, Bhandari and Bhandari (2024) used a phenomenological research approach to investigate ICT integration in Nepalese secondary ELT classes. This study indicated that digital technologies promoted student engagement, improved cognitive processing, facilitated independent learning, fostered learner autonomy, and provided more dynamic classroom activities. This research underlines the need to provide teachers with digital skills and advocates the expanded deployment of ICT in Nepalese public schools to improve English language instruction.

Another study in English language education refers to its impact on students' literacy development. Purwanto et al. (2025) investigated how ICT could improve Indonesian students' English language literacy, especially in light of the low literacy levels found in the PISA tests. The findings demonstrate that ICT integration greatly increases students' literacy skills, notably in text understanding and critical analysis. The report also emphasizes how ICT offers a strong substitute for traditional instruction through improved accessibility, interactive learning opportunities, and the utilization of contemporary digital technologies. It encourages deeper cognitive growth in language learning and increases student engagement. This study confirms the transformative potential of ICT in promoting English language acquisition and general literacy development in the Indonesian environment, despite obstacles such as unequal access and resource distribution.

According to these studies, ICT has the potential to significantly alter how English is taught and learned. Teachers typically see its worth, as evidenced by Lubis (2018) and Atyang et al. (2018), but they often confront barriers, including a lack of training, time, or school resources. A similar problem was noted by Khan and Kuddus (2020): although many schools have policies that promote ICT, actual classroom use does not necessarily correspond with these rules. On the bright side, several studies illustrate how impactful ICT can be when utilized well. According to Assylzhanova et al. (2022) and Purwanto et al.

(2025), students felt more engaged and self-assured in addition to learning more efficiently. Musa and Garba (2019) demonstrated how technology made even difficult courses easy to comprehend. These results collectively serve as a reminder that, with the correct assistance, ICT can alter learning experiences rather than merely improving instruction. Furthermore, this review reveals a significant research gap: there is a lack of robust, context-sensitive, and outcome-focused studies that examine how ICT-integration actually influences English language teaching at the secondary level in community school settings, particularly in developing countries, such as Nepal. Thus, this study seeks to assess the efficiency of ICT in increasing the teaching and learning of English at the secondary level and to analyze students' perceptions of learning English through ICT tools.

Method

To evaluate the effect of the intervention, this study used an experimental research design with a pre-and post-test. The focus group consisted of grade nine pupils learning English at a public secondary school in Bagmati Municipality, Sarlahi District. Sixty students participated in the study. They were split into two groups: 30 students in the experimental group were taught using the intervention, while 30 students in the control group received no extra training. Additionally, 30 students were randomly selected from the same school to participate in interviews for more thorough observations.

To obtain primary data, an accomplishment test with 50 multiple-choice questions was designed. There were four possible answers to each question, but only one was correct. The test's content validity was confirmed by a university professor, a lecturer, and a high school teacher. Before applying the test

in the main study, a pilot study was conducted with 20 students from a separate school to assess the reliability and difficulty level of the questions.

The survey also included a ten-item attitude scale to examine students' perspectives on using ICT in EL. This measure employed a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The questionnaire was derived from a study by Shadaan and Leong (2013) and included comments on how students assess the use of ICT in English language acquisition.

The researcher visited the chosen school before gathering data to establish positive rapport with the administrators and teachers. After describing the goal of the study, the researcher sought permission to work with grade nine students for two weeks. Students were randomly assigned to the control or experimental group using a coin flip.

At the beginning of the trial, both groups completed a pretest. Following the conclusion of the instructional sessions, both groups were administered a post-test with the assistance of the school administration. The influence of ICT-based instruction was examined by comparing the pre- and post-test results. During all testing periods, every effort was made to minimize external influences.

Findings and Discussion

Both the control and experimental groups took the pre-test first. A pre-test was administered to both the control and experimental groups. The outcomes included comprehensive details, such as each group's computed t-value, variance, standard deviation, and mean scores. These numbers aid in comparing the children's academic achievement in the two groups prior to the implementation of any intervention.

Table 1 Presents the Summary of These Pre-Test Results for Both Groups

Group	Sample size	Mean	SD	Variance	T-value	Remarks
Control	30	6.91	5.63	31.69	0.79	0.79<2.00
Experimental	30	7.84	5.69	32.38		

Source: Field survey, 2025.

The pre-test results for students in the control and experimental groups are shown in Table 1. The average (mean) score for the control group was 6.91, whereas the experimental group scored

a significantly higher average of 7.81. The control group had a standard deviation of 5.63 and a variance of 31.69, whereas the experimental group had a standard deviation of 5.69 and a variance of

32.38. A statistical t-test was run to compare the two groups, resulting in a t-value of 0.79. This suggests that the score difference is not statistically significant because it is less than the necessary t-value of 1.96 at the 0.05 significance level for a two-tailed test. As a result, the null hypothesis—which presumes that there is no difference between the groups—was approved. This indicates that prior to the start of the instructional intervention, both groups' skill levels were nearly identical.

Both control and experimental groups took the Post-test. The post-test was delivered to both the control and experimental groups. The mean scores, variance, standard deviation, and computed t-value for every group are among the specific details included in the results. These numbers assist compare the academic achievement of pupils in both groups after intervention was implemented.

Table 2 Presents the Summary of These Post-Test Results for Both Groups

Group	Sample size	Mean	SD	Variance	T-value	Remarks
Control	30	15.63	8.53	72.76	2.611	2.611>2.00
Experimental	30	20.35	8.74	76.39		

Source: Field survey, 2025.

Information about the students in the experimental and control groups is included in Table 2, along with their respective average post-test scores of 20.35 and 15.63, respectively. The experimental group's variance and standard deviation were 76.39 and 8.74, respectively, while the control group's were 72.76 and 8.53, respectively. It is evident that 2.611 is higher than 1.96 when comparing the computed t-value of 2.611 to the critical t-value of 1.96 at the 0.05 significance level for a two-tailed test. The

null hypothesis was disproved, showing that the experimental and control groups' post-test scores differed significantly.

Results of Students' Perceptions of ICT Tools in Learning Mathematics

The following table illustrates the students' perceptions of the use of ICT in teaching EL as well as the chi-square values for each statement:

Table 3 Results of Students' Perceptions Towards ICT Tools in the Learning EL

Statements	Response						Present	Result
	SA	A	UD	D	SD	χ^2		
ICT tools enhance concept comprehension	14	10	4	2	0	39.34	82.75	Positive
AI tools facilitates efficient learning	19	10	1	0	0	85.45	100	Positive
ICT increases classroom engagement	19	6	4	1	0	79.84	86.20	Positive
ICT supports personalized and self-regulated learning	20	7	2	1	0	85.06	93.30	Positive
ICT and AI improve academic performance	14	11	4	1	0	69.42	86.20	Positive
ICT and AI make Assignments more enjoyable and effective	16	8	4	2	0	72.69	82.75	Positive
ICT and AI foster interactive learning environments	9	14	7	3	0	57.23	79.31	Positive
Confidence in using digital and AI learning platforms	18	7	3	2	0	78.42	86.20	Positive
Enthusiasm toward new ICT tools in Education	12	13	4	1	0	65.25	86.20	Positive
Need for ICT and AI integration in classroom instruction	18	9	3	0	0	80.23	93.10	Positive

Source: Questionnaire Survey, 2025.

The findings of students' opinions regarding the employment of ICT and AI technologies in English language (EL) learning are shown in Table 3. All claims obtained statistically significant responses, as evidenced by their chi-square values at the 0.05 level, suggesting that students' opinions were relevant and dependable. According to the research, every student acknowledged that ICT tools improved their comprehension of EL ideas. For instance, the data suggest that a considerable 82.75% of respondents believe ICT tools boost their comprehension of complicated topics, while an astounding 100% see AI-powered educational tools as supporting more efficient and accessible learning experiences. Additionally, the research shows high levels of involvement, with 86.20% of the teachers reporting higher levels of engagement when ICT tools are used. A total of 93.30% of the participants concurred that ICT tools facilitate self-regulated learning, and they also valued the customized learning speed they provide. Academic performance was also positively impacted; 86.20% of respondents believed that integrating ICT and AI had improved their academic performance, and 82.75% believed that using these tools made academic tasks more efficient and pleasurable. Additionally, the majority of respondents (79.31%) concurred that these technologies made learning more engaging and dynamic, and 86.20% felt comfortable using AI-driven assistants and digital learning platforms. The enthusiasm for investigating new ICT in education was high at 86.20%, and 93.10% of respondents strongly believed that it is vital for educators to include ICT and AI tools in ordinary classroom instruction. Essentially, the table provides a thorough and consistent validation of the positive impact of ICT and AI on improving several aspects of learning experiences.

Discussions

The findings of this study confirm the transformative potential of ICT integration in boosting English language acquisition at the secondary school level. The efficiency of ICT-enhanced instruction was confirmed by the post-test findings, which revealed a statistically significant improvement in the experimental group's performance, despite

the pre-test data showing no significant difference between the control and experimental groups. This is consistent with the research by Assylzhanova et al. (2022) and Bhandari and Bhandari (2024), who discovered that ICT promotes student involvement, autonomy, and cognitive growth, in addition to academic accomplishment. Additionally, the perception data further highlight these outcomes, as most students responded positively to the use of ICT and AI technologies in their English language learning, citing gains in comprehension, engagement, self-regulation, and overall learning enjoyment. Despite these hopeful outcomes, the broader literature and contextual considerations caution against presuming continuous integration. Research by Lubis (2018), Atyang et al. (2018), and Khan and Kuddus (2020) demonstrates that while instructors may have favorable attitudes toward ICT, practical implementation is frequently hindered by inadequate training, infrastructure problems, and contextual limitations. This discrepancy between favorable opinions and actual teaching methods highlights a persistent issue: the divergence between policy-level excitement and actual circumstances. Therefore, this study highlights that successful ICT integration relies not only on access to technology but also on continual teacher training, pedagogical assistance, and structural reform. It also emphasizes the need for additional outcome-focused, context-sensitive research to inform practice and policy for ICT integration in English language schools in developing nations.

Conclusion

An experimental study examined the substantial benefits of incorporating ICT into secondary-level English language instruction. The study used an experimental design, and a pre-test was used to verify that the control and experimental groups were academically comparable prior to the intervention. A post-test was given to the experimental group following ICT-based instruction, and the results showed a definite and statistically significant improvement in their academic performance compared to the control group that received traditional instruction.

This result strongly implies that using ICT tools in the classroom improves student learning more than using traditional approaches. The study demonstrates that ICT is not merely a supportive tool but actively affects the learning process, leading to greater student engagement, comprehension, and accomplishment. Secondary-level students responded favorably, exhibiting improved interest and participation, which coincides with global educational trends that stress digital tool integration. Moreover, ICT supports the creation of high-quality, engaging, and individualized educational resources that help bridge learning gaps. In order to prepare instructors and students for success in the contemporary digital learning environment, the study recommends that educators and institutions should be encouraged to use and invest in ICT resources.

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