The Information Communication Technology Implementation in English Teaching During The Covid-19 Pandemic

Yuliana[1]
[1]Department of Anatomy, Faculty of Medicine,
Universitas Udayana, Bali, Indonesia
[1]yuliana@unud.ac.id

Abstrak

Online learning has become a requirement during the COVID-19 pandemic. The Ministry of Education asks the teachers and students to use online classes during the pandemic. Teaching English using ICT is a challenging condition for teachers. Not all teachers are familiar with ICT. This paper aims to describe the ICT Role and implementation in Teaching English during the COVID-19 pandemic. Method: this is a literature review. Literature was searched in Science Direct and Google Scholar databases. Keywords were COVID-19, English Teaching, ICT, implementation, role. Results revealed that ICT in English Teaching is started from CALL (Computer Assisted Language Learning), TELL (Technology-Enhanced Language Learners), LMS (Learning Management System), and blended learning. YouTube and WhatsApp are preferred to be done because it is practical. Performance-based assessment is important during teaching English subject because students can learn how to perform, speaking, and debating during the performance. In conclusion, there are many systems available for teaching English using ICT. The systems are CALL, TELL, LMS, blended, WhatsApp, YouTube, and Performance-Based Assessment. The main goal is students' understanding of the English subjects. The choice depends on study goal, teachers' and students' preference also feasibilities.

Keywords: COVID-19; English Teaching; ICT; implementation; role

A. Introduction

Online learning has become a requirement during the COVID-19 pandemic. The Ministry of Education asks the teachers and students to use online classes during the pandemic. Therefore, ICT (Information and Communication Technology) has an essential role. Teaching English using ICT is a challenging condition for teachers. Not all teachers are familiar with ICT. However, ICT is a requirement of global education nowadays. Digital literacy is an essential aspect of life (Fitasari et al., 2019; G. Hafifah, 2019; Raheem & Khan, 2021).

Teaching English is challenging. English is one of the international languages. This language is used all over the world. Therefore, the teaching strategies should be well prepared. On the other side, English is an important mean of learning and communication. Using ICT while teaching English will give benefits such as the improvement of learning and teaching strategies. The characteristics of ICT can be used as a powerful tool in education (Maqbulin, 2020; Raheem & Khan, 2021).

The ICT has a critical role and impact on the development of language teaching. The ICT is a basic requirement in education for global. Digital literacy should be mastered. Numerical and words literacy are not enough during the 21st era. Therefore, the teachers and the students have to master digital literacy to create and communicate information. Digital literacy mastery requires technical and cognitive skills (G. N. Hafifah, 2020).

This paper aims to describe the ICT Role and implementation in Teaching English during the COVID-19 pandemic.

B. Literature Review

Information communication technology (ICT)

Information communication technology (ICT) reveals technology forms in displaying, creating, storing, processing, transmitting, and sharing information by electronic methods. The ICT tools are so many, namely the technologies, equipment, and services related to the technologies. The tools are a computer, mobile phones, television, etc. The types of equipment for delivering learning materials during online learning are blogs and videoconferencing. Blog and videoconferencing can be regarded as services also. The tools in learning can be categorized into two types, namely web-based and non-web-based tools (Raheem & Khan, 2021).

The Use of ICT Tools in Language Teaching and Learning

Using technology (information communication technology) in language learning enhances the motivation of the teachers and students in the learning process. The students can learn to do their activities by using a computer. The software platform is used to make the tasks easier to be done (Raheem & Khan, 2021).

Multimedia

Multimedia means a combination of many media types, such as text (alphabetic or numeric), images, symbols, video, audio, and animations (Abdulrahaman et al., 2020). Multimedia needs the help of multimedia technology. The hardware and software for running and creating multimedia applications is multimedia technology (Kapi et al., 2017). The characteristics of multimedia technology are diversity, integration, and interaction. Those characteristics enable the users in communicating ideas or information by using digital and print elements. Educational sectors are transformed by using Information and Communication Technology (ICT). ICT uses the hardware and software in collecting, processing, presenting, storing, and sharing information. Therefore, multimedia technology

is an essential aspect of ICT to present and represent information by using different media, namely audio, text, and video (Guan et al., 2018). Multimedia combines the technologies to present the best sizes, packages, and formats of presentations (Abdulrahaman et al., 2020).

Multimedia needs the help of technology to enhance memorization and understanding (Abdulrahaman et al., 2020). Therefore, based on the development of technology and science, computer multimedia is used widely in almost every aspect, especially in English teaching. The combination of computer multimedia and English teaching makes English class teaching fun and interesting. Besides, the use of computer multimedia in English teaching can inspire the students' enthusiasm for learning and optimize the atmosphere of English class learning (Guan et al., 2018).

Multimedia usage in learning English is useful in enhancing a long memory of learners. The teacher will be a coordinator. The teacher will not be an instructor anymore. The students are guided for active learning. The students have a self-paced independent learning pathway. This is accomplished by the implementation of ICT during the English teaching and learning process (Raheem & Khan, 2021). Multimedia can support verbal instruction because it uses static and dynamic images. Multimedia uses visualization technology for gaining better expression and comprehension (Mccoy-thomas, 2020).

The complex human being's activities increase the development of society and technology. Meanwhile, the development of technology and society enhances the development and improvement of the educational process. Therefore, we should work hard in using technology to enhance the students' abilities (Guan et al., 2018).

Using multimedia and technology will improve the quality of teaching and learning. Multimedia usage in English teaching is better than traditional teaching type. Multimedia allows teachers to teach in a student-

centered style and develop independent learning activities. Teaching by multimedia can shorten the time of teaching. It offers a huge opportunity to stimulate the students' learning ability. The 21st century must be seen as a wide opportunity to improve and develop English teaching by multimedia applications. Teachers can also create many experiences for the English teaching revolution. Students should be involved in the learning process. They should feel secure and comfortable communicating in English. This practice will increase the students' confidence and self-esteem (Guan et al., 2018).

Prezi learning media

Prezi learning media is software for presentation. It is internet-based. This learning media uses a zooming user interface (ZUI) program. Users can zoom in or zoom out the presentation. The mission of the Prezi media is "making sharing of ideas more interesting". Prezi develops an attractive appearance and visual narrative. It is a combination of the users' creativity with the technology in designing the presentation. The Prezi learning media can stimulate the students' imagination because it uses a mind map display. This practice has positive impacts on the students' thoughts. There are a huge of variety in colors and images to increase the students' capability of memorizing the concepts and idea. The understanding will be enhanced because the Prezi presentation is very attractive. The application of Prezi learning media is in writing exercises. Prezi can be used to write short stories. It will stimulate the students' imagination and creativity. The flow of ideas will be easily determined by using the Prezi multimedia. The study in students of class XI SMA in Tangerang revealed that Prezi learning media is effective in developing short story writing skills for students in the digital era (Hudhana & Fitriani, 2019).

There are some common important tools in teaching the English language, namely Computer-assisted language learning (CALL), internet

website, YouTube, mobile application, and language lab. The following tools can be described as below (Raheem & Khan, 2021):

Computer-assisted language learning (CALL)

The Computer-assisted language learning (CALL) term is known in the 60s of the 20th century. However, this term has been revised in more detail in the 90s. The advances in the learning process make Computer-assisted language learning (CALL) grow better each year. This is because the computer becomes one of the critical tools in modern life human. The computer is used as the most contemporary communication tool. The computer is important as a language learning tool without the presence of the teachers. Preparing, collecting, and storing data are essential features of the computer. Therefore, mastery in English and computers is the most important skill (G. N. Hafifah, 2020; Raheem & Khan, 2021).

There is a kind of computerized teaching that can be used in learning, such as the multimedia CD ROM. This CD ROM facilitates the students in listening to conversations or dialogues. Watching video clips can be done through this CD ROM too. This gives the chance for the students to watch multiple times. The students can also access different useful sites and have some practice. Several language skills such as writing, listing, and reading can be enhanced by using the CD ROM. The unique facilities of presentation slide generators, spreadsheets, and databases in computers help students in understanding the language well. All those facilities are essential in developing the skills in language learning (Raheem & Khan, 2021).

Internet website

The Internet enable learning via websites more than printed text. Sharing information and idea can be done by the internet. The internet has a rapid spread of information. This unique characteristic saves time and energy. The students and the teachers can learn from home without

leaving their houses. Learning is done anywhere and anytime. It is practical for both the students and the teachers. Material for learning and articles are easily found on the internet. The assignments can be sent via email. The online exams can be done by the teacher. The missing lessons are easily accessed through online worksheets, recorded videos, and notes. Almost every educational institution has its website. The study materials are uploaded online. Therefore, the students can easily access the learning materials (Raheem & Khan, 2021).

The website is an important internet technology to enhance English teaching and learning. The websites will provide a wide opportunity to learn information about many subjects, including English. The teachers upload the materials on the website, then the students can download those essential materials before the lessons begin. The websites for English teaching consist of several articles in reading (novels, poems, or plays) and writing assignments (email, essays, and letters). The materials uploaded are vocabulary, grammar, reading, printable worksheets, and class instructions (Raheem & Khan, 2021).

Mobile phone and application

Mobile phones and applications are the same as small computers. They can be used to call, send messages, and help in the education process. Different applications are downloaded for different aims, namely writing, translation, speaking, and grammar. Many applications can be found in the play store and Google store. Those applications are accompanied by tests, dictionaries, games, quizzed, and podcasts. The applications above can be used as a personal English teacher in 24 hours (Raheem & Khan, 2021).

Mobile-assisted English learning is commonly used during the COVID-19 pandemic. There are positive contributions of online learning by using the mobile phone systems. Based on a study in Cirebon of 772 respondents, it was revealed that mobile-assisted language learning showed

a positive impact on the respondents' sense of empowerment. WhatsApp is the most common application used by teachers and students in learning English during the COVID-19 pandemic (Misdi, Hartini, et al., 2019).

Another qualitative study was conducted in a vocational high school. It was revealed that English learning was facilitated by mobile learning systems because they have a sense of ownership and empowerment in learning. This sense of learning empowerment is important to increase security and self-confidence among students in the process of learning. The students felt the study from home more relaxing than in class. The pressure is less in online learning. The students felt that learning English is a journey at home. The ease of using mobile phones in learning is very useful for the future. They were eager to talk with the family members in English. Learning English was seen as joys, excitement, and challenges. The psychological aspects of learning were very essential for the success of learning. The implementation of mobile-assisted learning helped students in communicative engagement (Misdi, Nurjannah, et al., 2019).

There is a special method in learning, namely the SQ3R method. The SQ3R method stands for survey, question, read, recite, review. Students should survey the text that they are going to read. Questions must be created after reading. Reading is the next step. Students need to recite after reading. The final step is reviewing and making a summary (Ricky et al., 2019). This method can be trained online during the COVID-19 pandemic.

YouTube

YouTube is an online video platform. It allows the users to watch videos from other users. Users can upload their videos on YouTube. Therefore, YouTube is used in English learning to enhancing pronunciation, vocabulary, and intonation. Teachers upload their lectures and teaching material on YouTube channels. The students watch the materials on YouTube before and after the classes. A lot of educational English language

learning channels can be downloaded such as American English, VOA learns English, EF pod English, BBC Learns English and others. Four skills in English language learning such as writing, reading, listening, and speaking will be improved by watching videos. Films can also be presented to students. The students can have full comprehension by watching a film related to a story or novel (Febriani & Hafifah, 2019; Raheem & Khan, 2021).

Language laboratory

The language laboratory is one of the important needs in language learning and teaching. It should be equipped with advanced technology. Therefore, the students will be motivated to learn more. Devices are a computer with the internet connection, a projector, a smartboard, and a headphone. Those devices can help the students to experience a new interesting situation than a traditional class. A new environment will motivate students to learn more. The technologies could help in getting new skills. Those devices have their roles. The projector helps in presenting the slides. The teacher can repeat the slides when the students miss the details. The slides can be uploaded and emailed to the students. Smartboards increase the interactive tools, interest, and motivation. Attractive graphics and audio-visual devices improve the students' interest and motivation because those tools provide better educational resources. The students' language skills will be improved. Therefore, the language laboratory helps the teachers in making the class more advanced and interesting. This condition will improve the students' skills (Raheem & Khan, 2021).

DARTS (Directed Activities Related to Texts)

The method of DARTS can improve the students' reading comprehension. Reading skills must be mastered by the students to gather important information from a text. It is a basic requirement in studying. There are a lot of techniques in improving the reading skills, namely think

pair and share, brainstorming, jigsaw, and small group discussion. Directed Activities Related to Texts (DARTs) can be done online to enhance reading comprehension skills. The students collaborate with the text to improve reading skills. This process will train the students to be critical readers (Rachmawati & Rachmawati, 2019).

C. Method

Method: this is a literature review. Literature was searched in Science Direct and Google Scholar databases. Keywords were COVID-19, English Teaching, ICT, implementation, role. Inclusion criteria are review and research. Exclusion criteria are short notes and commentaries. After screening for title, abstract, and full text, selected journals were summarized and narrated.

D. Finding and Discussion

Results revealed that ICT in English Teaching is started from CALL (Computer Assisted Language Learning), TELL (Technology-Enhanced Language Learners), LMS (Learning Management System), and blended learning. This system is more critical during the COVID-19 pandemic. YouTube and WhatsApp are preferred to be done because it is practical. However, not all students have access to the facilities due to heavy costs, not having a mobile phone, or unstable signal. Therefore, teachers and students must find a way to tackle the problem. Teaching English should be fun and interactive to make the students understand. Performance-based assessment is important during teaching English subjects because students can learn how to perform, speaking, and debating during the performance (Raheem & Khan, 2021).

ICT is important in several sectors of human life. ICT is related to the usage of many tools such as mobile phones, computers, and laptops. ICT is

very essential in education. Technology should be used as an important tool in the backbone of education, especially during the 21st century (Maqbulin, 2020; Raheem & Khan, 2021).

Including ICT as one of the mandatory curricula in education will enhance the growth of the higher-order level of thinking capabilities. ICT will increase the quality of education, for both students and teachers. The use of ICT gives many positive impacts on learning and teaching. The ICT will help the teachers in presenting the classes in modern ways. This condition will motivate the students to learn more. On the other side, ICT will help the students to improve their knowledge and skills. The COVID-19 pandemic makes the teacher use ICT implementation in training more frequently. This occurs due to homeschooling activities in preventing the higher risks of the COVID-19 transmission. The ICT can be used as an essential tool in enhancing the quality and quantity of learning and teaching (Fitasari et al., 2019; Raheem & Khan, 2021).

The ICT media such as CALL, social media, and laptops are important factors in the ICT implementation. The use of ICT in the learning and teaching process can increase the teachers' professional development. This is very crucial during the 21st century of digital literacy era. The teachers' cognition of the ICT during the teaching and learning English process should be accompanied by the capacity and experiences. Therefore, more workshops are needed to enhance the teachers' capabilities (G. N. Hafifah, 2020).

Mafuraga and Moremi studied fifty-five teachers in eleventh Junior Secondary Schools in Botswana. The teachers filled some questionnaires. The study results revealed that that Information and Communication Technology (ICT) can be integrated into the teaching process. Based on the questionnaires, most of the teachers feel that ICT can be used to improve English language learning and teaching. The teachers are going to attend

an ICT training to improve their teaching process (Mafuraga & Moremi, 2019).

Teachers need to embrace technology as a tool in improving and stimulating the students' abilities. However, there are some challenges in implementing ICT in learning. Those challenges are some teachers have limited ICT skills, not all students can use the technology, lack of facilities (gadget, computers, or laptops), and infrastructures (broadband internet connection). Sometimes the teachers send the assignment to the parent's mobile phones because not all students own mobile phones. Teachers and students need eligible infrastructures to implement the ICT in the class properly. Due to the different capabilities, students cannot be pushed to enter the online class during the COVID-19 pandemic. Therefore, the government needs to help in giving training for the teachers and the students. Infrastructures and facilities should be provided for the teachers and the students by the government. The Ministry of Education and Skills Development (MoESD) supplied junior secondary schools with ICT tools and equipment and tools. The Ministry of Education makes a partnership with some internet providers to give free internet connection. The syllabus should be improved in the English language training. Language teachers must use ICT in language teaching (Amnan, 2020; Mafuraga & Moremi, 2019).

Most of the countries implementing online learning to reduce the risk of COVID-19 transmission. Therefore, the role of the ICT becomes very essential. The ICT tools are websites, applications, webinars, YouTube channels, and others. Those tools help the teachers in uploading the teaching materials on websites and Google classroom. The other applications for online meetings such as Google Meet, Zoom, or Webex meeting rooms are also used. The teachers organize the webinars. The videos can be recorded and uploaded to YouTube channels for the students. The videos are watched multiple times to increase the comprehensive learning process.

Online teaching is very essential during the COVID-19 pandemic. ICT tools should be improved to get a better result for the students and the teachers. ICT tools become critical requirements during the online learning process. Better tools will increase the students' motivation in learning (Raheem & Khan, 2021).

ICT tools can improve the four aspects of learning such as writing, speaking, listening, and reading. Vocabulary and pronunciation are also enhanced. The COVID-19 pandemic makes the ICT tools very essential in the learning process. The ICT tools save time in learning. The online examination can also be implemented by the ICT tools (Raheem & Khan, 2021).

There was a study conducted by Fitasari et al. in 2019 to find out the most commonly used speaking learning strategy. This study was conducted in the students of the second semester of the Department of English Education in Sultan Ageng Tirtayasa University. The strategy of learning was differentiated among the high achievers, the middle achievers, and the low achievers. This study involved 37 students of 2019/2020. Quantitative and qualitative data were used. The study revealed that the most common strategies were the metacognitive and social strategies. the language learning strategies were important contributing factors in learning speaking skills (Fitasari et al., 2019).

Teachers should upgrade their abilities in using ICT to deliver the teaching materials. A study of English teachers at Islamic senior high schools in Nganjuk found was done by using a questionnaire. The result revealed that almost all of the teachers have used ICT in the teaching process. There was only 18% of the respondents did not use ICT in the teaching process. Meanwhile, there are 73% of the respondents agreed on the benefits of using ICT in the classroom. However, the lack of access and facility are the challenges in implementing the ICT in the schools (Maqbulin, 2020).

Based on the survey, it was revealed that the teachers' perspective of ICT in the English learning process is still limited to higher education levels. Most of the teachers showed positive attitudes. The teachers' perspective depends on some contributing factors such as social, belief, institutional, facility, understanding, and practices (G. N. Hafifah, 2020; Hennessy et al., 2017; Tallvid, 2016).

We should give more ways and chances for students to develop their skills such as speaking, reading, writing, and listening. Those efforts need to be accompanied by the whole educational society, including school administrators and parents. The government must expand and promote multimedia usage. The government should support schools for educational development. The parents must help their children by providing tools for using multimedia. This condition will create a supportive environment for students to enhance their knowledge (Guan et al., 2018).

A study was conducted by Mutaat et al. It involved 40 students of the English Literature Department. It studied the university students' perception of the usage of learning media and the internet during the COVID-19 pandemic. The results revealed that although the students felt that the internet was an ideal learning media, they think the quality of learning online was different from the face-to-face learning process. They found that the teachers' explanation was easier to understand than information on the internet. Internet was useful as a search engine, however, it cannot replace the complete learning aspects, namely interaction and motivation (Mutaat et al., 2019).

Amalia & Rachmawati did a research of the 11th grade students of SMA Negeri 1 Kota Serang. The results revealed that the English teacher and the students need interactive multimedia of report text (IMPORT). These special multimedia has been appropriate in teaching and learning report text. Therefore, the English teacher must master the ability to operate the media. The students need to familiarize themselves with the media

before the class begins (Amalia & Rachmawati, 2019).

The students need to upgrade their skills during this 21st century. The traditional approach should be gradually changed with the technology in the educational process. The teachers need to use the latest technology for teaching the students. Flexibility and creativity are important factors in delivering the technology in the teaching process. The teachers should give a wide range of opportunities for the students to explore their abilities. New inventions can be created during the learning process. Hence, the next generation will be better at enduring the pressure. The students will be more prepared when dealing with a complicated problem in the future. There are a lot of variations and differences in the materials, demands, and students' characteristics. Therefore, the teacher should accept the fact that using technology is mandatory while teaching. This practice will reduce the teachers' workload and saving time (Whai & Ling, 2020).

The teacher needs to determine the demands of the students. The students need technological involvement in the teaching process. Therefore, teachers should encourage the students to achieve the learning outcome. The Ministry of Education in Malaysia emphasized that ICT is important to encourage professional teachers in delivering their learning materials, including teaching English. This is important because English is a second language in Malaysian schools (Whai & Ling, 2020).

Overcoming all the obstacles and challenges of online learning needs extra efforts from teachers, students, parents, stakeholders, and the government. It must be remembered that the students are the ones who will harvest all of the benefits of the learning processes. Integrity and honesty should be emphasized in every learning process, including online examinations. The online learning model makes the guidance and supervision less effective. Learning involves repetitious practices. Therefore, the online learning web should be created to ask questions,

review the learning material, interact among the groups in the virtual classroom, etc (Mutaat et al., 2019).

E. Conclusion

In conclusion, there are many systems available for teaching English using ICT. ICT will increase the quality of education, for both students and teachers. The use of ICT gives many positive impacts on learning and teaching. The ICT will help the teachers in presenting the classes in modern ways. This condition will motivate the students to learn more. On the other side, ICT will help the students to improve their knowledge and skills. The COVID-19 pandemic makes the teacher use ICT implementation in training more frequently. This occurs due to homeschooling activities in preventing the higher risks of the COVID-19 transmission. The ICT can be used as an essential tool in enhancing the quality and quantity of learning and teaching. The systems are CALL, TELL, LMS, blended, WhatsApp, YouTube, and Performance-Based Assessment. The main goal is students' understanding of the English subject. The choice depends on study goal, teachers' and students' preference also feasibilities.

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