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The Role Of Technology In English Curriculum Design

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***Abstract**: The curriculum needs to be deliberately organized and structured into specific programs in order to meet the country's educational objectives established by the Indonesian government. What should be included in an educational program is decided in large part by the use of technology in the curriculum. Research studies that look at the degree and efficiency of technology integration in Indonesia's English curriculum are required. As a result, it's critical for educators to research efficient methods for incorporating technology into the creation of English curriculum and to keep up with the most recent advancements in technology that can enhance language learning. The main research methodology used in this work is research library, which entails a thorough examination of pertinent books, articles, and research papers. The aim of this article is to examine how technology has affected the design of the English curriculum and how it may be applied to improve language instruction in Indonesia.*

***Keywords**: English Curriculum, Technology Integration, Educational Program.*

Abstrak. Untuk memenuhi tujuan pendidikan nasional yang ditetapkan oleh pemerintah Indonesia, kurikulum harus diatur dan disusun secara sengaja ke dalam program-program tertentu. Teknologi dalam kurikulum sebagian besar menentukan apa yang harus dimasukkan dalam program pendidikan. Studi yang menyelidiki tingkat dan efektivitas integrasi teknologi dalam kurikulum bahasa Inggris di Indonesia sangat diperlukan. Oleh karena itu, sangat penting bagi para pendidik untuk melakukan penelitian tentang cara yang efektif untuk memasukkan teknologi ke dalam pembuatan kurikulum bahasa Inggris. Mereka juga harus memantau perkembangan terbaru dalam teknologi yang dapat meningkatkan pembelajaran bahasa. Dalam penelitian ini, metodologi utama yang digunakan adalah penelitian kepustakaan, yang memerlukan pemeriksaan menyeluruh terhadap buku, artikel, dan makalah yang berkaitan dengan subjek. Tujuan dari artikel ini adalah untuk meneliti bagaimana teknologi telah mempengaruhi desain kurikulum bahasa Inggris dan bagaimana teknologi dapat digunakan untuk meningkatkan pengajaran bahasa di Indonesia.

Kata kunci: Kurikulum Bahasa Inggris, Integrasi Teknologi, Program Pendidikan.

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INTRODUCTION

The curriculum encompasses the deliberate engagement of students with educational content, materials, resources, and assessment procedures in order to achieve specific learning goals. It encompasses the course content (syllabus), instructional approaches (strategies), and other elements such as organizational norms and values that shape the school's functioning. The curriculum needs to be deliberately organized and structured into specific programs in order to meet the national educational goals established by the Indonesian government. There have been eleven curriculum changes in Indonesia since its founding: the 1947 Curriculum, 1964 Curriculum, 1968 Curriculum, 1973 Curriculum, 1975 Curriculum, and 1984 Curriculum, 1994 Curriculum, the 1997 curriculum, the competency-based curriculum from 2004, the school-based curriculum from 2006, the 2013 curriculum, and the new Independent curriculum. The primary justification for curriculum changes is the revision, assessment, and improvement of the prior curriculum. Goals, materials, resources, learning activities, and evaluation should all be considered when developing a curriculum because they serve as the foundation for establishing the curriculum. In order to create a well-developed curriculum, the government must comprehend the actual state of the Indonesian educational system as it exists in classrooms(Sulistyani, 2018).What should be included in an educational program is decided in large part by the use of technology in the curriculum. The importance of technology in the creation of English curricula has grown during the past several years. Students are given the tools they need to excel in the modern workplace thanks to the inclusion of technology in the English curriculum. Employers place a high importance on digital literacy, critical thinking, problem-solving, and communication skills. Through activities like online dialogues, multimedia presentations, and digital storytelling, curriculum designers can use technology to give students the chance to hone and improve these skills.Technology has recently had a big impact on education as well, especially when it comes to English language curricula design. (Warschauer & Healey, 1998) Contend that technology can be used to improve language acquisition and boost student autonomy. Other researchers, including (Jan Plass & Dorothy M. Chun, 2000), have looked into the use of multimedia in language instruction and discovered that it can enhance learner motivation and engagement. Learners now have access to a wide variety of digital resources that can help them along their path to language proficiency. The curriculum must be changed frequently to meet the demands of a world that is changing quickly. This means that when creating English curricula, curriculum designers must take technology into account. Technology-infused English curricula can better prepare students for

the difficulties of the twenty-first century and can aid in the development of the skills necessary for success in a world that is changing quickly. Additionally, they are getting ready for a more uncertain and dynamic future where technology will be indispensable. The learned traits and skills of students will be crucial to their success in the workplace. Digital learning tools and educational materials enhance the classroom environment and add interest to the teaching-learning process. It is expected that language curriculum design will be carefully thought out to improve learning. The necessary outcomes should be identified by a curriculum designer, who should then work backward to find instructional strategies that enable students to accomplish those outcomes (Al-Mahrooqi & Troudi, 2014) . Teachers are expected to have a thorough understanding of information technology, to apply it effectively, to realize how it plays a part in achieving goals, and to continuously adapt to developments in the field(Yuyun, 2018). As a result, it's critical for educators to research efficient methods for incorporating technology into the creation of English curriculum and to keep up with the most recent advancements in technology that can enhance language learning. The aim of this article is to examine how technology has affected the design of the English curriculum and how it may be applied to improve language instruction in Indonesia.

THEREOTICAL OVERVIEW

The theoretical foundation of this study has been reinforced by reviewing various significant studies. While definitive solutions may be elusive, research provides valuable insights into the appropriate use of technology. Examining the evolution of educators' and students' attitudes and utilization of technology over time offers a perspective on how computers are employed in education and suggests engaging activities that foster student motivation and facilitate learning. Although concrete evidence is scarce, we are progressively gaining a better understanding of the role technology can and should play(Warschauer & Healey, 1998). The process of integrating digital tools, resources, and technologies into the curriculum to improve teaching and learning experiences is known as information and communication technology (ICT) integration in education. The use of ICT in education has grown significantly in importance in today's world of rapid technological advancement because it has the ability to enhance educational outcomes, nurture 21st-century skills, and prepare students for a technology-driven society. Several important aspects play a role in the effective integration of technology into the curriculum. First off, infrastructure is crucial in ensuring that both students and teachers have access to technology. Effective ICT integration requires good and dependable computer gear, software, and internet access. The potential advantages of

technology in education cannot be fully realized without a strong infrastructure. Second, effective ICT integration depends heavily on teacher professional development. For their use in the classroom, teachers must have the necessary knowledge and abilities. For educators to be equipped with the skills necessary to integrate technology tools and digital resources into their courses, training programs, workshops, and continuous assistance are crucial. Teachers can engage students and encourage richer learning experiences when they are proficient and confident utilizing ICT. Another important aspect that affects the integration of technology is curriculum design. The curriculum should be developed with ICT integration goals in mind and make use of technology's potential to improve learning outcomes. Instead of being viewed as an add-on, technology integration should be intentional and seamless within current curriculum frameworks. Instead of being exploited for its own sake, a well-designed curriculum makes sure that technology is used in a useful and pedagogically sound way. The direction of the integration process is greatly influenced by ICT policies. These regulations give decision-makers a framework for allocating resources and devising implementation plans. ICT policies that are effective address issues like funding, infrastructure development, teacher preparation, creation of digital material, and evaluation procedures. An organized and sustainable approach to ICT integration can be achieved by educational institutions and stakeholders by having defined policies in place. In order to develop efficient policies and practices, it is crucial to comprehend the theoretical elements of ICT integration in education. Educational institutions can promote effective technology integration by taking into account elements including infrastructure, teacher professional development, curriculum design, and the function of ICT policies. These theoretical foundations give decision-makers, educators, and other interested parties a base from which to create effective regulations that support the seamless integration of technology into the Indonesian English curriculum, ultimately raising educational standards and preparing students for a digital future.

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

1. Comparative evaluation of ICT policies: This chapter evaluates ICT policies in different educational settings, shedding light on the factors influencing the ease or challenges of integrating technology into the curriculum. This analysis can guide the development of effective policies in the Indonesian context.

2. Policy implications: The chapter discusses how ICT policies impact curriculum development and teaching practices. Investigating Kozma's analysis can assist in formulating regulations that promote the inclusion of technology in Indonesia's English language curricula. It is important to review the key points, challenges, and recommendations raised in the chapter.
3. Contextual considerations: The chapter explores the contextual factors that influence the implementation of ICT policies in diverse educational contexts. By evaluating the elements covered by Kozma, it is possible to consider their relevance to Indonesian culture. This helps curriculum designers understand the specific challenges and opportunities when integrating technology into the English curriculum in Indonesia.
4. Best practices and lessons learned: The chapter provides examples of best practices and insights derived from ICT policies implemented in various countries. Examining these instances allows curriculum designers to draw relevant conclusions for the Indonesian context, including effective strategies for integrating technology, overcoming obstacles, and leveraging the benefits of ICT in education.

(philip hubbard, 2019) article is helpful in examining the importance of learner training for efficient use of CALL and its implications for English curriculum design. The results can help Indonesia build learner training programs and integrate technology-enhanced learning activities, improving the overall efficacy of the English curriculum. As stressed in Hubbard's paper, learner training is essential for efficiently implementing computer-assisted language learning (CALL). The researcher can look at Hubbard's observations on the significance of giving pupils guidance and help to maximize.

In the context of theoretical research on the integration of technology in Indonesian English curriculum design, the article by Chun and Plass (2000) can offer the following insights:

1. Networked multimedia environments: This chapter explores the advantages of using these environments for second language acquisition. It allows for an investigation into the potential benefits of incorporating such environments in the English curriculum in Indonesia, highlighting improvements in student motivation, engagement, and language learning outcomes.
2. Integration of technology: The chapter emphasizes the importance of integrating technology when teaching languages. By examining the approaches and techniques discussed in the chapter, it becomes possible to identify strategies for successfully

incorporating technology into English teaching. Specific examples of networked multimedia tools, platforms, or applications that can be applied in the Indonesian setting can be discussed.

3. Learner autonomy and motivation: The chapter provides insights into how networked multimedia environments can foster learner autonomy and motivation. This discussion can emphasize how technology supports independent learning, facilitates individualized learning experiences, and enhances student collaboration. It also underscores the significance of integrating technology into the English curriculum to increase student enthusiasm and engagement.
4. Pedagogical principles and theoretical frameworks: Discussing pedagogical principles and theoretical frameworks that support the use of networked multimedia environments. Analyzing how these guidelines align with the theoretical foundations of language learning and the Indonesian English curriculum can provide a solid theoretical basis for incorporating technology in curriculum development.

METHOD

The research suggests the use of a descriptive qualitative methodology. The main research methodology used in this work is research library, which entails a thorough examination of pertinent books, articles, and research papers. This method provides a thorough examination of earlier research and academic debates concerning the function of technology in the development of English language curriculum and education. It makes it easier to spot trends, problems, and top techniques related to technology integration in language learning.

FINDINGS AND DISCUSSION

The findings and discussion section provides a summary of the literature review, highlighting the major ideas and developments on the use of technology in the development of English curriculum. It discusses how technology affects student autonomy, motivation, and engagement as well as language learning. The results show that integrating technology has a number of advantages, including improved access to digital resources, improved language learning experiences, and increased learner engagement. By giving students better access to digital resources, technology has completely changed how people learn languages. Instant access to vocabulary, grammar explanations, and language exercises is provided by online dictionaries, language-learning apps, and interactive websites. For instance, interactive language classes are offered through companies like Duolingo, Babbel, and Rosetta Stone that

use gamification strategies to engage students and make learning fun. Technology not only makes resources more accessible but also increases learner engagement and motivation. Language learners are encouraged to continue their language learning journey by the awards, badges, and progress tracking offered by gamified language learning apps. Language learners can interact meaningfully with native speakers of other languages through social media platforms and language exchange websites, which promotes cross-cultural learning and language practice. Such platforms include Tandem and HelloTalk, for instance.

Additionally, it is important to recognize the function that multimedia plays in language learning. Learning opportunities on digital platforms give students access to real audio and video content, which improves their listening and understanding abilities. Authentic videos with subtitles and interactive elements are available on YouTube channels like "FluentU" and "Easy Languages" to aid with language learning. Language learners can gain from a dynamic and interactive learning environment by utilizing technology. A central location for collaboration, course materials access, and interactive language learning activities is offered by language learning management systems (LMS) or learning platforms like Moodle and Canvas.

Implication for curriculum design

The use of technology in English curriculum design has important ramifications and can have a big impact on language training. The factors that curriculum designers should take into account while integrating technology are covered in this section. Examining the ramifications will help educators better understand how to use technology to improve language learning outcomes. In order to make sure that technology integration satisfies the objectives of language instruction, curriculum designers are essential. They must specify the precise aims and goals they want pupils to accomplish through the curriculum. This includes deciding what knowledge, abilities, and language skills kids should gain. Curriculum designers can then investigate how technology can help and enhance the learning process by precisely outlining these desired goals. Technology needs to be carefully integrated into curriculum design in order to complement theoretical frameworks and pedagogical concepts that assist language learning. It is crucial to take into account the theories and methods that support efficient language instruction, such as task-based learning or communicative language teaching. Instead of being a means to an end, technology should be used as a tool that supports these educational ideals. Curriculum designers may make sure that integrating technology in a way that respects accepted theoretical frameworks improves language learning outcomes and experiences. Take

a look at the examples below to see how technology can be included into curriculum design in specific ways. Online interactive exercises and quizzes can be incorporated by curriculum designers to teach language concepts and grammar rules. The teacher might make use of software and apps for language learning that offer individualized feedback and flexible teaching methods. Opportunities for genuine language use and cultural inquiry can be created by immersive virtual reality environments and simulations. Language learners' connection and communication can be facilitated through online collaborative platforms and video conferencing solutions. These examples show how technology can be carefully incorporated to improve language training and produce fun learning scenarios. Teachers can expand the possibilities for language learning by embracing technology and thoughtfully integrating it into curriculum design. But it's critical to approach technological integration with a clear knowledge of the desired results, alignment with pedagogical principles, and consideration of effective instructional practices.

Challenges and consideration

There are a number of obstacles to successful technology integration in the English curriculum that must be overcome for a smooth deployment. The major issue is ensuring that all students have equitable access to technology, taking into account differences in device accessibility and internet connectivity outside of school. In order to address this, schools can set up computer laboratories, offer loaner equipment, or work with neighborhood organizations to close the digital divide. Designers of curricula can also include offline exercises and tools for students who have little access to technology at home. Effective technology integration requires careful pedagogical thinking. Teachers should evaluate how technology fits with English learning objectives and pedagogical strategies. Technology should be used to improve teaching and learning procedures rather than to replace conventional methods. Teachers can design interactive language classes, moderate online debates, or assist group projects, for instance. To guarantee that technology supports current teaching methods, it is crucial to strike a balance between digital and analog learning experiences. Successful integration is greatly influenced by teachers' ICT abilities. They must be proficient with online resources, digital tools, and troubleshooting. Workshops, webinars, and collaborative communities are just a few examples of the ongoing teacher training and professional development initiatives that allow teachers to grow their technical skills and connect with other professionals. Technology's effectiveness in the classroom is strongly impacted by how teachers view it. Successful integration depends on addressing their issues, offering them tools and help, and emphasizing

the advantages of technology in language acquisition. Promoting a constructive and forward-looking attitude toward technology can boost teacher confidence and motivation. It is critical to address access gaps, pedagogical concerns, teacher ICT abilities, and create favorable attitudes toward technology in order to successfully integrate technology into the English curriculum. To give teachers the skills and knowledge they need for successful technology integration in language instruction, it is crucial that they receive ongoing teacher training and professional development.

Analysis of ICT policies comparatively

ICT policies in various educational environments are compared, and this comparison sheds light on the implications for curriculum creation. This section analyzes the policy implications of ICT integration while examining the elements that contribute to the successful integration of technology into the curriculum and instructional practices. It also emphasizes best practices and lessons discovered from other nations, taking into account their applicability to the Indonesian environment and how they might serve as a roadmap for the creation of efficient policies for incorporating technology into English language courses.

Several aspects are taken into consideration when analyzing ICT policies. First and foremost, infrastructure and accessibility to technology are important. A successful implementation requires sufficient internet access, the availability of devices, and technical assistance. The policy-making process should also take equity into account and guarantee that all students, regardless of socioeconomic status or geographic location, have equitable access to technological resources. Key components of implementing an ICT policy include teacher preparation programs and professional development. Teachers must have the skills and knowledge required to successfully incorporate technology into their lesson plans. Teachers can make the most of the digital tools and resources at their disposal by completing comprehensive training programs that concentrate on both technical abilities and pedagogical methods. Communities of practice and other ongoing opportunities for support and cooperation can help teachers feel more competent and confident using technology. Infrastructure and teacher preparation are only a small part of how ICT integration affects policy. The curriculum itself must be flexible and sensitive to changes in technology. It should take into account the modern, digital learners' shifting demands and expectations. To improve learning outcomes and cultivate 21st-century skills like critical thinking, collaboration, and digital literacy, curriculum designers must take into account how technology might be incorporated across diverse subject areas, including English language instruction. ICT policies that have been

successfully implemented in other nations can be studied for significant ideas that can be applied to the Indonesian environment. For instance, nations like Finland, Singapore, or South Korea who have a reputation for successfully integrating technology into education can provide helpful best practices. These nations have concentrated on creating all-encompassing regulations that cover the infrastructure, teacher preparation, curriculum alignment, and assessment procedures. Analyzing their experiences can help policymakers create similar measures that are adapted to the educational system in Indonesia.

Learner Training and Technology-Enhanced Learning

The design of English curricula must take learner training into consideration in order to use computer-assisted language learning (CALL) effectively. To fully utilize the advantages of technology in language learning, it is essential to offer students direction and help. Teachers can improve the success of technology-enhanced learning experiences by equipping students with the essential skills and approaches. Learner autonomy is one of the most important ideas in relation to learner training. Learners that are autonomous in their learning actively participate in the process of learning for themselves. By enabling independent and individualized learning opportunities, technology can significantly support learner autonomy. For instance, students can practice language abilities at their own pace and discover individualized learning paths via interactive language platforms, online dictionaries, or language learning apps. As a result, learners become more independent, motivated, and engaged. To guarantee that students use technology for language learning effectively, educators' guidance and assistance are essential. Teachers can give detailed instructions on how to use language learning software, find information online, and assess the value of digital resources. With the use of technology, educators may also help students create goals, keep track of their progress, and reflect on their educational experiences. Learner training is incorporated into the English curriculum to provide students the power to take responsibility for their own learning and make informed decisions. The English curriculum might include a variety of technologically assisted learning activities. To practice their language abilities and advance their intercultural competency, teachers could assign online discussions in which students engage with classmates from other cultural backgrounds. Students can be actively involved in their learning through the use of virtual simulations and immersive virtual reality experiences. Students can use digital storytelling tools to create and share multimedia narratives, improving their language proficiency and creativity. These illustrations show how technology can be used to produce engaging and interactive learning environments that promote language learning. Final analysis,

the design of the English curriculum must take learner training and technologically enhanced learning into consideration. Educators can leverage the advantages of technology in language learning by offering direction and support to students, developing learner autonomy, and introducing technology-enhanced learning activities. Recognizing how technology can empower students, encourage independent and personalized learning, and improve language proficiency is crucial**.**

Educators' Recommendations

The following section focuses on offering specific suggestions for teachers on how to successfully integrate technology into the English curriculum. The usage of technology must, however, be in line with the curriculum's learning objectives and there must be a balance between digital and analog learning experiences. Prioritizing the accessibility and inclusion of digital materials in their English curricula should be the first priority for educators. This involves making use of virtual libraries, interactive multimedia resources, language learning apps, and online language learning platforms. Students who use these resources have access to a variety of authentic resources, engaging activities, and self-paced learning opportunities that can help them improve their language skills. In order to encourage involvement and engagement, educators should create lessons that make good use of technology. Students may participate in virtual language exchanges with native speakers, work on multimedia projects, make digital presentations, or join in online conversations. These exercises improve language proficiency while simultaneously fostering critical thinking, computer literacy, and communication abilities. Technology should be used to incorporate chances for collaborative learning into the English curriculum. Using shared online documents, teachers can conduct online group assignments, virtual peer editing, or collaborative writing exercises. kids are encouraged to collaborate, offer helpful criticism, and learn from one another through these activities, which promote a sense of community and help kids develop the collaborative abilities they will need in the future. Even while technology is important, it's crucial to balance learning experiences that involve technology and those that don't. Teachers should be selective about when and how to use technology, making sure that it enhances and supplements established teaching techniques rather than completely replacing them. By judiciously incorporating technology, educators can take advantage of its potential while maintaining respecting the advantages of in-person engagement, practical activities, and the use of real language. A key factor is equitable access to technology. By offering substitute offline activities or making gadgets available inside the classroom, educators can address inequalities

in students' access to devices and the internet. It's also critical to take into account students' diverse technological proficiency and offer assistance to those who might need it in order to use technology for language learning efficiently. These results can serve as a useful lesson for Indonesia, a developing nation trying to keep up with the rapid technological advancements in the field of education. Because it can be difficult for teachers to incorporate new technological solutions into their daily routines, to serve as role models, and to increase their students' motivation to use technology and the Internet as learning tools, teachers' competencies in information and communication technology (ICT) continue to be crucial to the advancement of education. They can significantly advance my nation, especially if they pay greater attention to how technology may be used in the classroom to raise standards for instruction.

The successful incorporation of technology into the curriculum is impacted significantly by a number of factors, according to an analysis of ICT policy in various educational contexts. Infrastructure, teacher professional development, curriculum design, and policy frameworks are just a few examples of factors that have a significant impact on how ICT integration attempts turn out. Infrastructure is a fundamental element that directly affects how well technology integration works. Technologies have been integrated more smoothly in nations with strong ICT infrastructure, including dependable internet connectivity and ample hardware and software resources. In contrast, a lack of infrastructure makes it difficult to accept and use ICT tools in the classroom. The need of teacher professional development for effective ICT integration is revealed. In order to successfully incorporate technology into their teaching methods, educators require support and training. More favorable results have been observed in nations that place a high priority on teacher professional development programs. A key factor in determining the success of ICT integration efforts is curriculum design. Learning results can be improved when technology is purposefully and meaningfully included into the curriculum. Students' participation, critical thinking, and collaborative abilities have improved in nations where curriculum was created in accordance with ICT integration objectives. Instead than being seen as an isolated element of the curriculum, technology should be viewed as a vital component that supports and enhances learning objectives. Effective ICT policies and practices can be learned from the experiences of nations like Singapore, Finland, and New Zealand. With a strong ICT infrastructure, extensive teacher training programs, and a well-defined regulatory framework, Singapore has successfully incorporated technology into all of its schools. Finland places a strong emphasis on encouraging a learner-centered strategy and emphasizes the use of technology to facilitate individualized learning experiences. Digital citizenship and inclusive

technology practices are highly valued in New Zealand, as they guarantee fair access and participation for all pupils. These findings have substantial application to the Indonesian English curriculum. Indonesia may learn from these nations and modify its policies as necessary. Developing infrastructure is crucial for guaranteeing universal accessibility to technological tools and dependable internet connectivity. To increase educators' ability to properly integrate technology, comprehensive teacher professional development programs should be adopted. Technology should be used into the design of the curriculum to improve the outcomes of English language acquisition while encouraging communication, creativity, and critical thinking abilities. The creation of effective policies for utilizing technology in the Indonesian setting can be influenced by the lessons learned from other nations.

For Indonesian politicians, educators, and stakeholders, a number of ideas and initiatives can be put forth in light of these findings and insights by putting these suggestions and initiatives into practice. These consist of:

1. Invest in infrastructure development to ensure that all schools and areas have fair access to technology and internet connectivity.
2. Create extensive and continuous professional development programs for educators that emphasize improving teachers' digital literacy abilities and pedagogical understanding of technology integration.
3. Create an English curriculum that thoughtfully and meaningfully incorporates technology while supporting the development of 21st-century skills and language learning objectives.
4. Create clear policy frameworks that offer direction and assistance for technology integration, taking into account issues like funding, infrastructure development, teacher preparation, the creation of digital content, and evaluation procedures.
5. To ensure a coordinated and long-lasting strategy to technology integration, foster collaboration and partnerships among governmental organizations, educational institutions, industry stakeholders, and communities.

CONCLUSION AND SUGGESTION

Technology has enormous potential to enhance English language training and equip Indonesian students for the challenges of the twenty-first century. Through their robust ICT infrastructure, intensive teacher training programs, and learner-centered pedagogies, nations like Singapore, Finland, and New Zealand have established successful models of technology integration. Indonesia might take these lessons to heart and modify its policy accordingly.

Technology integration must be guided by clear policy frameworks that cover finance, infrastructure development, teacher preparation, the creation of digital material, and evaluation processes. A coordinated and long-lasting approach to technology integration will also be created by encouraging collaboration and partnerships among governmental entities, educational institutions, industrial stakeholders, and communities. Indonesia can encourage high-quality education, increase the use of technology in the English curriculum, and provide students the skills they need to succeed in the digital age by putting these suggestions into practice. Indonesia can navigate the shifting educational landscape and make sure that students are ready to flourish in a world that is more connected and technologically advanced by working together with a unified vision and a concentrated effort. To enhance language instruction, educators must constantly do research and develop new approaches to integrating technology. Future studies should concentrate on finding efficient ways to incorporate technology into curriculum planning and staying current with technological improvements in language acquisition.

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