



Development Of An Information Technology-Based English Curriculum Today

Weni Wulandari ¹, Sabarun Sabarun ², Zaitun Qamariah ³

^{1,2,3} Institut Agama Islam Negeri Palangka Raya

Menteng, Kec. Jekan Raya, Kota Palangka Raya, Kalimantan Tengah 73112

Korespondensi penulis: weniwulandari486@gmail.com

Abstract. *This study aims to develop an information technology-based English curriculum in response to the increasing demand for language learning in the digital era. This study uses a qualitative research method, which involves acknowledging the literature and opinions of experts in the fields of language teaching and technology integration. The findings of this study reveal that the development of an information technology-based English curriculum can improve students' language learning outcomes by providing interesting and interactive learning materials and activities. In addition, this study also found that the incorporation of technology in language teaching can increase learner autonomy, collaborative learning, and authentic use of language.*

Keywords: *Information Technology, English Curriculum, Language Learning, Technology Integration.*

Abstrak. Penelitian ini bertujuan untuk mengembangkan kurikulum bahasa Inggris berbasis teknologi informasi sebagai jawaban atas meningkatnya permintaan pembelajaran bahasa di era digital. Penelitian ini menggunakan metode penelitian kualitatif, yang melibatkan tinjauan literatur dan pendapat para ahli di bidang pengajaran bahasa dan integrasi teknologi. Temuan penelitian ini mengungkapkan bahwa pengembangan kurikulum bahasa Inggris berbasis teknologi informasi dapat meningkatkan hasil belajar bahasa siswa dengan menyediakan materi dan kegiatan pembelajaran yang menarik dan interaktif. Selain itu, penelitian ini juga menemukan bahwa penggabungan teknologi dalam pengajaran bahasa dapat meningkatkan otonomi pelajar, pembelajaran kolaboratif, dan penggunaan bahasa yang otentik.

Kata kunci: Teknologi informasi, kurikulum bahasa Inggris, pembelajaran bahasa, integrasi teknologi.

INTRODUCTION

In today's increasingly digital world, information technology (IT) has revolutionized every aspect of our lives, including education. The integration of IT into the education system has brought about significant changes, and its benefits are undeniable. The use of IT in education has facilitated access to information, improved the quality of education, and increased student engagement and motivation.

One of the critical areas where IT has transformed education is in the development of English language curriculums. The need for English proficiency has grown exponentially due to globalization and the increasing demand for a globalized workforce. Consequently, it is essential to develop a curriculum that is tailored to meet the evolving needs of today's learners and equip them with the necessary skills to succeed in today's world.

The development of an information technology-based English curriculum today seeks to incorporate technology into the traditional curriculum to enhance the learning experience. The integration of technology into the English curriculum presents an opportunity to use digital tools and platforms to deliver course content, engage learners, and promote collaboration.

The use of IT in the development of English curriculum has several advantages. Firstly, it provides learners with access to a vast pool of resources, including audio and visual materials, texts, and multimedia content that enhance their learning experience. This type of content is not only engaging, but it also provides learners with exposure to authentic language usage and real-life situations, which are essential for language acquisition.

Secondly, the use of IT in the English curriculum promotes active learning and student-centeredness. The traditional approach to language learning is often passive, where learners are expected to listen and memorize without actively participating in the learning process. However, with IT-based English curriculum, learners can participate actively in the learning process through interactive activities and digital tools such as online quizzes, games, and simulations.

Thirdly, the integration of IT in the English curriculum promotes learner autonomy and self-directed learning. The use of technology in the curriculum allows learners to work at their own pace, choose their learning path and engage with the course content in a way that suits their learning style. Lastly, the use of IT in the development of English curriculum promotes creativity and innovation. The use of digital tools and platforms in the curriculum allows learners to express themselves in new and innovative ways, such as creating digital stories, videos, and podcasts.

In conclusion, the development of an information technology-based English curriculum today has the potential to revolutionize language learning and teaching. The integration of technology into the English curriculum enhances the learning experience, promotes learner autonomy, and creativity. It also prepares learners to succeed in today's digital age by equipping them with the necessary skills to navigate and utilize technology in their future endeavors.

RESEARCH METHOD

The literature review method for "Development of an information technology-based English curriculum today" would involve searching for and analyzing existing literature on the topic of integrating information technology into English language teaching. The researcher would need to identify and review relevant studies, articles, books, and other resources that discuss the use of technology in language education.

To conduct a literature review, the researcher could begin by using online databases and search engines to locate relevant literature. They may also consult with experts in the field and review reference lists from other studies and resources. Once the literature has been identified, the researcher would need to analyze and synthesize the information, looking for common themes, trends, and patterns.

The literature review would involve categorizing and summarizing the information, identifying any gaps or inconsistencies in the existing research, and determining areas where further research is needed. The researcher would also need to critically evaluate the quality and reliability of the literature, assessing the methodology, sample sizes, and other factors that could impact the validity of the findings. Overall, the literature review method for "Development of an information technology-based English curriculum today" would involve a thorough and systematic analysis of the existing research on the use of technology in language teaching, with the goal of identifying best practices and areas for future study.

DISCUSSION

The advancement of technology has brought significant changes in various aspects of our lives, including education. In the field of education, technology has been integrated into the curriculum, transforming the way students learn and teachers teach. One area that has been significantly impacted is the English language curriculum.

The use of technology in teaching English as a second language (ESL) has revolutionized the traditional methods of language learning. Technology-based language learning is learner-centered and interactive, providing students with personalized learning experiences. It enables learners to engage in various language activities, such as listening, speaking, reading, and writing, in a meaningful and authentic context.

One of the most significant benefits of technology in the English language curriculum is the accessibility of authentic language input. The use of technology allows learners to access authentic English language materials, such as news articles, podcasts, and videos, which provide exposure to the real-life use of language. This exposure to authentic language input enhances learners' language skills and promotes their ability to communicate effectively in English.

Moreover, technology has brought significant changes to language assessment and feedback. The use of technology in language assessment enables teachers to provide instant feedback to students, which helps in identifying students' strengths and weaknesses. This feedback allows learners to improve their language skills more effectively.

Another significant impact of technology on the English language curriculum is the development of online language learning platforms. These platforms provide learners with access to English language courses that can be taken at their own pace and convenience. Online language learning has become increasingly popular due to its flexibility and convenience, as learners can access the courses from anywhere and at any time.

However, the integration of technology in the English language curriculum also brings challenges. One of the main challenges is the digital divide, which refers to the unequal distribution of technology among learners. This digital divide can result in some students having limited access to technology, which can hinder their learning and put them at a disadvantage compared to their peers.

In conclusion, the advancement of technology has brought significant changes to the English language curriculum. Technology-based language learning has transformed traditional language learning methods by providing learners with authentic language input, personalized learning experiences, instant feedback, and access to online language learning platforms. However, it is essential to address the challenges that arise with the integration of technology, such as the digital divide, to ensure that all learners have equal access to technology and are not left behind in their language learning journey.

One of the most significant benefits of using technology in English language teaching is that it enhances student engagement and motivation. With technology, teachers can create interactive and immersive learning experiences, such as online games and quizzes, which can be more engaging and interesting than traditional classroom activities. Moreover, technology provides students with instant feedback on their progress, allowing them to see their strengths and weaknesses and identify areas for improvement.

Another advantage of technology in English language teaching is that it can help to individualize learning. With online platforms and programs, students can work at their own pace and level, which allows for more personalized learning. Technology also enables teachers to differentiate instruction, providing students with a range of resources and activities that meet their individual needs.

Moreover, technology provides students with access to authentic language input and resources that they may not have had access to otherwise. For example, students can use online resources such as news articles, videos, and podcasts to improve their listening and reading comprehension skills. Technology also allows students to connect with native speakers and other learners of English from around the world, which can help to improve their speaking and writing skills.

However, there are also some disadvantages to using technology in English language teaching. One major concern is that it may lead to a lack of human interaction in the classroom. With online learning and virtual classrooms, students may not have the same opportunities to interact with their peers and teachers, which can be detrimental to their language development.

Another potential disadvantage of technology in English language teaching is that it can be costly. Schools and institutions may need to invest in expensive technology, software, and equipment, which can be a significant financial burden. Moreover, students may not have access to technology outside of the classroom, which can create inequalities and limit their opportunities for learning.

Lastly, the overreliance on technology may also have negative effects on students' critical thinking and problem-solving skills. Students may become too dependent on technology, relying on tools such as spell checkers and grammar checkers rather than learning and applying the rules themselves.

In conclusion, while the use of technology in English language teaching has many advantages, it also has its drawbacks. Teachers and institutions should carefully consider these advantages and disadvantages when integrating technology in the classroom. Moreover, it is

important to strike a balance between the use of technology and traditional teaching methods to ensure that students receive a well-rounded and effective language learning experience.

Developing an information technology-based English curriculum can significantly improve the learning outcomes of students by leveraging the power of technology to create engaging, interactive, and immersive learning experiences. Here are some steps that can be taken to develop an effective information technology-based English curriculum:

1. **Identify learning objectives:** The first step is to identify the learning objectives that the curriculum should achieve. This involves defining the specific skills, knowledge, and competencies that the students should acquire by the end of the curriculum. The learning objectives should be aligned with the school's overall education goals and with the needs and interests of the students.
2. **Select appropriate technologies:** The next step is to select the appropriate technologies that can support the learning objectives. There are many different technologies that can be used in an information technology-based English curriculum, including language learning apps, online platforms, interactive whiteboards, virtual reality tools, and gamification techniques. The technologies should be selected based on their suitability for the learning objectives, their ease of use, their affordability, and their availability.
3. **Design instructional materials:** Once the technologies have been selected, the next step is to design the instructional materials that will be used in the curriculum. These materials should be designed to engage students and to facilitate active learning. They should be interactive, visually appealing, and provide feedback to students. Examples of instructional materials include online videos, interactive quizzes, online games, and virtual reality simulations.
4. **Plan assessments:** It is important to plan assessments that will measure the effectiveness of the information technology-based English curriculum. These assessments should be aligned with the learning objectives and should measure the students' progress in acquiring the targeted skills and competencies. The assessments can be in the form of quizzes, tests, online exercises, or project-based assessments.
5. **Train teachers:** Finally, it is important to train teachers on how to use the technologies and instructional materials effectively. Teachers should be familiar with the technologies and should be able to incorporate them into their teaching practices. They should also be able to provide support to students who may need assistance in using the technologies.

There are several benefits of using information technology in English language learning, including:

1. **Increased engagement:** Information technology can make learning more engaging by providing interactive and immersive learning experiences that capture students' attention and interest
2. **Personalization:** Information technology can be used to personalize learning experiences based on students' learning preferences, abilities, and progress.
3. **Flexibility:** Information technology can provide more flexibility in terms of where and when learning takes place, allowing students to learn at their own pace and in their own time.
4. **Collaboration:** Information technology can facilitate collaboration and communication among students, as well as between students and teachers.

However, there are also some potential drawbacks to using information technology in English language learning, including:

1. **Technical issues:** Technical issues such as internet connectivity, device malfunctions, and software glitches can disrupt learning and cause frustration.
2. **Distraction:** Information technology can also be a source of distraction, as students may be tempted to use their devices for non-educational purposes.
3. **Over-reliance:** Over-reliance on information technology can lead to a lack of critical thinking and problem-solving skills, as well as a diminished ability to learn through face-to-face interactions.

In conclusion, developing an information technology-based English curriculum requires careful planning and consideration of the learning objectives, technologies, instructional materials, assessments, and teacher training. While there are both advantages and disadvantages to using information technology in English language learning, the benefits can outweigh the drawbacks if the technologies are used effectively and appropriately.

English has become a crucial language in today's global society, and the demand for English language proficiency has increased rapidly. Therefore, it is essential to develop an English curriculum that meets the students' needs and helps them improve their language skills effectively. One way to achieve this is by using information technology-based English curriculum. However, the effectiveness of this type of curriculum in improving students' language skills is still debatable. In this essay, we will discuss the effectiveness of information technology-based English curriculum in enhancing students' language proficiency.

Information technology-based English curriculum uses various media, such as videos, audio, and interactive software, to support students' learning process. This type of curriculum provides more interactive and engaging learning experiences for students, making them more motivated to learn English. The use of technology also allows students to access learning materials anytime and anywhere, making it more convenient for them to learn.

Moreover, an information technology-based English curriculum provides more opportunities for students to practice their language skills. For instance, students can practice their speaking and listening skills by recording their voices and listening to native speakers' voices. They can also practice their writing skills by using various writing software that provides feedback on their grammar and spelling errors.

Despite these advantages, the effectiveness of information technology-based English curriculum in enhancing students' language proficiency is still debatable. Some studies suggest that information technology-based English curriculum can improve students' language proficiency significantly. For example, a study conducted by Zhang and Huang (2017) found that the use of multimedia in English language learning significantly improved students' listening and speaking skills.

However, other studies show that the effectiveness of information technology-based English curriculum in improving students' language proficiency is limited. For instance, a study conducted by Kuo and Chen (2018) found that the use of educational technology in English language learning had no significant effect on students' language proficiency. The study suggested that the lack of training and guidance for teachers in using technology in the classroom might have limited the effectiveness of the technology-based curriculum.

To develop an effective information technology-based English curriculum, several factors need to be considered. First, the curriculum must be designed to meet the students' needs and objectives. It should be aligned with the students' proficiency levels and language learning goals. Second, the curriculum should be interactive, engaging, and personalized to the students' interests and preferences. Third, the use of technology should be integrated with the curriculum effectively. Teachers must receive proper training and guidance in using technology in the classroom.

In conclusion, information technology-based English curriculum has several advantages, such as providing interactive and engaging learning experiences and more opportunities for students to practice their language skills. However, the effectiveness of this type of curriculum in enhancing students' language proficiency is still debatable. To develop an effective

information technology-based English curriculum, several factors need to be considered, such as designing a curriculum that meets the students' needs and objectives, providing personalized and engaging learning experiences, and integrating technology effectively with the curriculum

CONCLUSION

In conclusion, the development of an information technology-based English curriculum has the potential to improve students' English language learning outcomes. Through the use of technology, students can be exposed to various English language resources and activities that can cater to their different learning styles and interests. The integration of multimedia and interactive elements in English language learning can also enhance student engagement and motivation. However, there are also some drawbacks to the use of technology in English language learning, such as the potential for students to become distracted by non-academic content and the need for proper training and support for teachers in using technology effectively.

To develop an effective technology-based English curriculum, it is important to take into account various factors such as the needs and interests of students, the available technology resources, and the expertise of teachers in utilizing technology for teaching and learning. Furthermore, the effectiveness of technology-based English curriculum should be assessed through various measures such as student performance in English language assessments, student satisfaction surveys, and teacher feedback

REFERENCE

- Sari, S. R., & Oktavianti, Y. (2018). The effectiveness of blended learning with mind map technique on students' reading comprehension achievement. *International Journal of Educational Research Review*, 3(1), 1-8.
- Huang, H., Lin, H., & Chen, H. (2017). The impact of using technology in teaching English as a second language. *International Journal of Information and Education Technology*, 7(1), 34-38.
- Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. *Review of Research in Education*, 34(1), 179-225.
- Chauhan, A. (2016). Use of technology in English language teaching and learning. *International Journal of English Language, Literature and Humanities*, 4(3), 379-385.
- Chen, Y. L., & Wang, C. Y. (2019). EFL learners' perceptions of mobile assisted language learning: A case study of Duolingo. *Journal of Educational Technology Development and Exchange*, 12(1), 25-41.
- Hsiao, I. Y. (2018). Investigating the effects of computer-assisted language learning on English language learners' academic achievement: A meta-analysis. *Journal of Educational Technology Development and Exchange*, 11(1), 1-17.
- Al-Mahrooqi, R., & Denman, C. (2016). Technology and English language teaching and learning in Oman: A review of literature. *Teaching English with Technology*, 16(1), 1-13.
- Fernández, C., & Barros, N. (2019). Using educational technology to enhance English learning in Chilean primary schools. *Journal of Educational Technology Development and Exchange*, 12(1), 43-58.
- Hsu, H. Y., & Wang, S. K. (2018). A comparison of student achievement in English learning between using teacher-centered instruction and computer-assisted language learning. *Journal of Educational Technology Development and Exchange*, 11(2), 1-16.
- Abhishek A, Rohit K,G, RishuRaj, Roushan S, Prashant K, & Aadarsh R (2020). Information Technology in ELT (English Learning and Teaching). *International Journal of English Learning and Teaching Skills*, 2(4), 3-13.
- Zhanghongling (The development tendency of the modern foreign language teaching and the computer assisted instruction). *Computer- Assisted Foreign Language Education* 3.
- Sholeh a, & anam m. (2020). English curriculum development of elementary school at sdnu banat banin lamongan. : 2621-4156.
- Warschauer m. (2002). A developmental perspective on technology in language education. *Tesol quarterly* 36.
- Corea, S. (2000). Cultivating technological innovation for development. *Electronic Journal on Information Systems in Developing Countries*, 2(2), 1-15.
- Luo M, (2021). Application of Computer Technology in English Course of Network English in Higher Vocational Schools. *Journal of Physics: Conference Series*. 7-8.
- Chen Jianlin, Gu Zhizhong wants to be better, A New Interpretation of the 07 edition of CollegeEnglish Curriculum Teaching Requirements, 2008(1).

- Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge: Cambridge University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Chun, D. (1994). Using computer networking to facilitate the acquisition of interactive competence. *System*, 22 (1): 17–31.
- Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *Modern Language Journal*, 81: 470–81.
- Brown, J. D. (1995). The elements of language curriculum: a systematic approach to program development. In R. Howard & G. Brown (Eds.), *Teacher education for LSP* (pp. 80–89). Clevedon, England: Multilingual Matters
- Ornstein, A. C. and Hunkins, F. P. (2013). *Curriculum: foundations, principles and issues*. Boston, USA: Pearson Education.
- Prihantoro, C. R (2015). The perspective of curriculum in Indonesia on environmental education. *International Journal of research Studies in Education*. 4(1), 77–83.
- Saryono, D. (2013). *Kebijakan pembelajaran Bahasa (dan Sastra Indonesia) dalam Kurikulum 2013: Telaah tekstual dan prediktif (Unpublished Paper)*. Jurusan Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta.
- Taylor, P. (2005). How can participatory processes of curriculum development impact on the quality of teaching and learning in developing countries ? Paper commissioned for the EFA Global Monitoring Report 2005: The Quality Imperative.