Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia Vol: 2, No 3, 2025, Page: 1-12

Integrating Information and Communication Technologies (ICT) In Foreign Language Teacher Training: A Pathway to Modernization

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DOI:
https://doi.org/10.47134/ptk.v2i3.1606
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Received: 13-03-2025
Accepted: 22-04-2025
Published: 10-05-2025

Abstract: Modernization in teacher training emphasizes updating instructional strategies, curricula, and methodologies to meet contemporary educational needs. Integrating innovative technologies enhances teaching effectiveness and student engagement, while competency-based approaches support differentiated and inclusive instruction. In this article highlights of information and communication technology (ICT) plays a crucial role in transforming education by facilitating interactive learning, distance education, and administrative efficiency. Additionally, ICT supports remote and self-paced learning, offering accessibility and flexibility, particularly in higher education. However, excites of challenges such as digital literacy gaps, inadequate infrastructure, and reliance on technology over traditional pedagogical methods persist. In rural areas, limited access to technology and internet connectivity exacerbates educational and economic disparities, restricting learning opportunities and digital engagement. Addressing these challenges requires targeted policies, infrastructure development, and continuous professional training to maximize ICT's potential in education.

Keywords: Teacher Training, Modernization, ICT In Education, Online Learning, Digital Literacy, Competency-Based Education, Rural Education, Digital Divide, Educational Technology

Introduction

The role of Information and Communication Technology (ICT) in education has evolved significantly, transforming both teaching and learning processes. In teacher training, ICT integration offers innovative tools that enhance instructional methods, professional competence, and student engagement. As globalization increases the demand for highly skilled foreign language teachers, modernization in teacher education has become essential. Traditional training methods often fail to equip future educators with the digital competencies necessary for modern classrooms. This gap highlights the need for ICT-driven approaches that support differentiated instruction, inclusive teaching, and real-world application of language skills. However, concerns remain regarding over-reliance on technology and the potential weakening of foundational pedagogical skills. This article examines how ICT contributes to the modernization of foreign language teacher training,

focusing on its role in improving professional competence. It explores the benefits and challenges of ICT integration, emphasizing strategies to enhance teacher preparation while addressing digital literacy gaps and infrastructure limitations.

Modernization in teacher training involves updating educational methodologies, curricula, and instructional strategies to meet contemporary educational demands (Alimbetova, 2024). A key aspect is integrating innovative technologies to enhance teaching effectiveness and student engagement (Titovets, 2024; Kaldybaeva et al., 2023). Practical training ensures future teachers acquire relevant experience aligned with market demands (Filonenko et al., 2022), while continuous professional development helps educators adapt to emerging trends (Соловей, 2023). However, some argue that excessive reliance on technology may weaken foundational teaching skills if not balanced with traditional pedagogical methods.

Methodology

Information and Communication Technology (ICT) tools have transformed education by enhancing teaching, learning, and administrative processes. These tools include hardware like computers and tablets and software such as learning management systems (LMS) and video conferencing platforms (Siddiqui, 2024; Saikia, 2023). ICT improves engagement through interactive learning, supports accessibility in distance education, and fosters collaboration among students and educators (Stana et al., 2024). Incorporating internet-based applications like Padlet

and Wordwall into the teaching process has also proven effective. These tools facilitate interactive learning and formative assessment, making the learning experience more engaging and accessible. Students have responded positively to these applications, finding them easy to use and helpful in understanding the material.The use of graphics tablets in English for Specific Purposes (ESP) lessons has been highlighted as a beneficial tool for enhancing interactive learning (Nuratdinova,2024).Additionally, it plays a key role in sustainable development by increasing access to educational resources (Chidi, 2024).

However, challenges such as digital literacy gaps and inadequate infrastructure must be addressed to maximize ICT's potential in education. Information and Communication Technology (ICT) has revolutionized remote and self-paced learning, offering accessibility and flexibility, particularly in higher education. Online platforms enable learners to access materials anytime, fostering self-directed learning (Borasheva, 2023; Paul, 2024; Verma, 2017). Asynchronous models allow students to tailor study schedules, enhancing engagement and retention (García & Chalmeta, 2016). Digital environments structure content into manageable segments, improving understanding, while collaborative tools promote peer interaction (Englmeier, 2024; Basu et al., 2013). However, challenges such as digital literacy and accessibility persist, requiring strategic interventions to maximize ICT's potential in education (Paul, 2024; Englmeier, 2024).

Access to technology and reliable internet remains a major challenge in rural areas, exacerbating educational and economic inequalities. Limited digital infrastructure restricts students' access to online learning platforms, hindering remote education (Xu, 2024; Duggi et al., 2025). Insufficient connectivity also limits job opportunities and economic growth, as high broadband deployment costs deter investment (Singleton & Schmidt, 2024).

Additionally, rural populations engage less with digital health technologies due to complexity and trust issues, highlighting the need for improved digital literacy (Jongebloed et al., 2024). Addressing these barriers is crucial to bridging the digital divide and promoting inclusive technological access (Meng et al., 2023).

Result and Discussion

The integration of Information and Communication Technologies (ICT) into foreign language teacher training has been effectively demonstrated by various institutions and programs worldwide. These initiatives not only enhance pedagogical practices but also align with contemporary educational standards, fostering digital literacy among future educators.

Effective Programs and Institutions

Cuban University Programs: A study highlighted the integration of ICT in foreign language teacher preparation aligned with the Common European Framework of Reference (CEFR). This program utilized mixed methods to assess the impact on trainees' communicative competence, revealing significant progress in skills development through sustained ICT use (Cardoso, 2024).

To modernize teacher training programs, institutions must integrate digital technologies, enhance practical training, and foster collaboration among educators. Digital literacy is essential for future teachers to adapt to contemporary educational demands (Andriichuk et al., 2024). The implementation of e-learning modules, such as those used in the CONTESSA project, equips teachers with digital teaching skills and learner-centric methodologies (Hummel et al., 2024). Additionally, virtual simulations and mobile learning tools offer innovative ways to enhance teacher training (Badoi-Hammami, 2023). Practical training should align with market needs through partnerships with employers, increasing graduates' competitiveness (Filonenko et al., 2022). Establishing centers for hands-on training can further support continuous professional development (Filonenko et al., 2022). Moreover, a collaborative community of practice enables educators to share best practices and refine training programs based on emerging trends (Hummel et al., 2024; Stoika, 2022). However, institutions may encounter challenges such as resource limitations and resistance to change, which must be addressed to ensure the successful modernization of teacher education.

Training programs that equip teachers with ICT skills are essential for modern education, enhancing digital competencies and improving teaching effectiveness. ICT integration transforms pedagogical practices and student outcomes (Raza & Akhter, 2024), with frameworks like TPACK guiding structured development (Oktaviani & Utami, 2024). However, challenges such as inadequate infrastructure and skill deficits hinder effective implementation (Raza & Akhter, 2024; Gaur, 2025). Models like ADDIE help create adaptive training experiences, leading to improved teaching, particularly in STEM fields (Oktaviani & Utami, 2024; Sanhueza et al., 2024). To maximize impact, continuous evaluation and adaptation are crucial.

Partnerships between educational institutions and technology companies enhance learning by fostering innovation, aligning curricula with industry needs, and improving educational outcomes. Collaborations with EdTech companies integrate advanced technologies into curricula, equipping students with job-relevant skills (Laitinen-Väänänen et al., 2024). Resource sharing, such as hardware and software access, enhances practical training, as seen in Purdue University Northwest's partnership with LinMot USA (Mikhail & Hayajneh, 2024). These partnerships also facilitate knowledge transfer, improving curriculum development and real-world student experiences (Igbongidi, 2023). However, sustaining collaborations requires trust, commitment, and clear communication (Laitinen-Väänänen et al., 2024; "Institutional Partnerships and Collaborations in Online Learning," 2022). Additionally, regulatory frameworks are vital for successful partnerships (Deryabin, 2020). Critics warn that industry-driven collaborations may compromise academic freedom, making it essential to balance educational and corporate interests.

Monitoring and assessing ICT integration in education is vital for measuring its effectiveness and addressing challenges. Research links ICT use to improved student performance, motivation, and participation (Bharti et al., 2024), with high integration correlating to better Mean Percentage Scores in the Schools Division of Batac (Natividad et al., 2024). However, teacher engagement remains a challenge due to inadequate training and limited resources (Mkhonto & Mubangizi, 2024). Proposed frameworks emphasize professional development and resource allocation to support ICT adoption (Quintos, 2024). Continuous monitoring through data collection and partnerships enhances ICT effectiveness, as seen in both education and healthcare settings (Bustamante et al., 2024). Despite its benefits, disparities in access and training highlight the need for ongoing evaluation to ensure equitable learning outcomes.

Conclusion

The integration of Information and Communication Technology (ICT) in foreign language teacher training has significantly enhanced instructional methods, professional competence, and student engagement. While ICT fosters modernization by equipping future educators with digital skills, challenges such as infrastructure limitations, digital literacy gaps, and over-reliance on technology must be addressed. Effective ICT adoption requires strategic implementation, continuous professional development, and partnerships between educational institutions and technology companies. Monitoring and assessment play a crucial role in ensuring its effectiveness and equitable access. Moving forward, further research should explore adaptive training models, inclusive policymaking, and the long-term impact of ICT on teacher education. By embracing ICT-driven innovations while maintaining pedagogical balance, institutions can better prepare foreign language teachers for the demands of modern classrooms.

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