

THE IMPLEMENTATION OF DIGITAL APPLICATIONS IN ENGLISH LANGUAGE TEACHING: A GLOBAL PERSPECTIVE

Irfun

Universitas Muhammadiyah Papua
Correspondensi author email: irfunedc@gmail.com

Abstract

This study examines the impact of digital applications on English language teaching (ELT), synthesizing recent empirical research to evaluate their effectiveness, benefits, and challenges in enhancing language skills. Employing a qualitative review of peer-reviewed studies from 2023 to 2025, the findings reveal significant improvements in vocabulary (88%), grammar (80%), speaking (60%), and listening (50%) facilitated by adaptive, interactive, and multimedia-rich platforms. Immersive technologies like virtual and augmented reality and AI-powered personalized feedback further boost learner engagement and autonomy. Nonetheless, barriers such as unequal access to technology, varying digital literacy levels, and inadequate teacher preparation affect optimal use. The discussion highlights the importance of integrating technological innovation with sound pedagogical principles, emphasizing the need for institutional support to ensure equity and readiness. The study concludes that digital applications possess transformative potential for ELT, but strategic implementation and professional development are critical to maximizing their educational impact and preparing learners for 21st-century global communication.

Keywords: *Digital applications, English language teaching, language skills improvement, technology integration, adaptive learning, virtual reality.*

INTRODUCTION

The use of digital applications in English language teaching is strongly supported by the Constructivist Learning Theory, which posits that learners build new knowledge by actively engaging with content based on prior cognitive structures (Piaget, 1973). Digital tools facilitate this active learning by enabling interactive tasks and problem-solving activities that encourage learners to construct their own understanding, making language learning more meaningful and student-centered. Additionally, Vygotsky's Social Constructivism emphasizes the role of social interaction in learning (Vygotsky, 1978). Digital platforms allow learners to collaborate across geographies and time, supporting scaffolded learning experiences and peer interaction that help learners move through their Zone of Proximal Development (ZPD) with guided assistance.

From a behaviorist perspective, digital language applications incorporate drill-and-practice elements where repetitive exercises with immediate feedback reinforce language habits (Skinner, 1957). These features contribute to habit formation and accuracy in language use. To enhance cognitive efficiency, Cognitive Load Theory (Sweller, 1988) guides the design of digital tools to present information in manageable segments and leverage multimedia formats, reducing overload while improving comprehension through both auditory and visual channels.