ICT Integration for Interactive English Language Teaching and Learning

Nguyen Tien Dung[1], Kieu Thi Thu[2], Le Thi Khanh Hoa[3]
[1,2,3]*Hanoi University, Vietnam*

ABSTRACT: *In the digital age, the integration of information and communication technology (ICT) has become an integral part of English education as it is in many other fields of life. This integration of modern technology and pedagogical practices can help alleviate teachers' struggles and open up many new opportunities for more engaging and creative English lessons. So far the approach to integrate ICT in interactive language education has proven itself to be inevitable, and therefore is worth researching so that English language teachers can exploit this approach to the fullest. This paper attempts to shed light on how ICT tools can be integrated into interactive English language education by drawing on relevant literature. The benefits of this integration including increased learner engagement, real-time feedback and improved educational quality will also be highlighted. Finally, the paper proposes practical applications for English teaching and learning.*

KEY WORDS: *English language teaching and learning, ICT integration, Interactive approach, Interactive teaching and learning, Pedagogical*

I. INTRODUCTION

Technology has improved rapidly in recent years and it is exerting remarkable impacts on education in general and on English education in particular as it is across various fields of life. The effective use of ICT for interactive English education is believed to create a favorable environment for better educational quality thanks to learners' active engagement, improved retention of knowledge and deeper understanding of lesson contents. This study aims at addressing the importance of ICT tools in interactive English education and exploring how ICT integration can support teachers-students interaction. By reviewing relevant theories, the paper seeks to highlight the benefits of using ICT to address teachers' challenges while enhancing learners' learning outcomes.

II. THE INTERACTIVE APPROACH

2.1. The conceptual framework

The concept of interactive approach in education is traced back to the work *Mind in society: The Development of Higher Psychological Processes* of Vygotsky (1978), whose sociocultural theory emphasizes that the learning process occurs through social interaction between people and within individuals rather than passive reception. He proposes the concept of the Zone of Proximal Development referring to what a learner can do with guidance or in collaboration with more capable peers, and acknowledges the role of language, dialogue, and collaboration as key tools for thinking and learning. Wertsch (1985) explains how Vygotsky's sociocultural theory underpins interactive, socially mediated learning. Modern interactive approaches to teaching (interactive learning environments, collaborative learning, communicative language teaching, etc.) are built on these foundations.

The interactive approach, an alternative to the traditional one-way lecture model, is a student-centered pedagogical method that shifts the focus of learning from passive reception to active participation. The approach facilitates the learning process by transforming traditional classrooms into a dynamic environment where learners can engage with the materials, their teachers and their peers rather than receiving contents imposed and dictated by teachers. The interactive approach includes such features as learners' active participation and engagement, two-way communication between teachers and learners; collaborative learning through social interaction, peer feedback and group work, and immediate feedback from teachers in the form of real-time assessment. From a cognitive perspective, the interactive approach is regarded as an effective teaching and learning method.

According to Costa and Rangachari (2009), interactive engagement approaches are designed to promote conceptual understanding through interactive engagement of learners in heads-on and hands-on activities with immediate feedback through discussion with their peers and/or teachers. Such approaches are believed to be associated with better learning outcomes in concept tests compared to the conventional methods of instruction.

2.2. Pedagogical models and teaching practices

Based on the above theoretical foundations, many teaching models and practices have emerged to implement the interactive approach into English classrooms. Interactive learning often involves problem-solving activities which foster students' application of critical thinking skills to analyze information, evaluate results and solve educational problems. Silva Sá, Silva, Santos, and Uchôa (2021) identify the detrimental effects of limited application of active teaching methods and point out that Problem-Based Learning (PBL) can facilitate significant acquisition of knowledge and meaningful learning since this teaching practice can offer learners and educators opportunities to experience, learn and test innovative teaching and research techniques, and to build new skills. The authors also suggest that the PBL can serve as a pedagogical support to teachers as this approach can make students active in their learning process and improve students' perception of subject knowledge.

2.3. Benefits of the interactive approach

Along with the instructional models, many researchers have looked into the benefits of implementing the interactive approach in English classrooms. Song and Cai (2024) highlight the positive impacts of interactive learning environments, acknowledging that such environments can stimulate brain activity, help learners develop memory, speed, flexibility of thinking, and problem-solving skills.

Similarly, Blyznyuk and Kachak (2024) emphasize the role of interactive learning environments in developing learners' critical thinking skills because learners are required to actively participate in the learning process. Interactive learning frequently involves collaborative activities that encourage learners to work together and share ideas, which helps to enhance their communication skills and expose them to different perspectives, fostering their critical thinking through discussions and debates. Innovative platforms used for interactive learning usually accommodate immediate feedback, allowing learners to assess their understanding and correct misconceptions instantly. Interactive learning also emphasizes the application of knowledge in practical contexts. Via hands-on experiences and real-world scenarios, learners can better develop the ability to think critically and make informed decisions, leading to better understanding and retention of concepts. Interactive learning can also ensure higher learner engagement thanks to enjoyable learning process.

In line with the above perspectives, Chen, Lin and Chen (2026) argue that the skill sets, namely communication, collaboration and problem solving that learners experience when practicing interactive learning can guarantee their success in both academic and professional settings in the twenty-first century.

Collectively, these studies suggest that the interactive approach can contribute greatly to the success of language instruction and acquisition process through increased learner engagement, development of critical

thinking, strengthened collaborative learning, promotion of inclusive classroom, enhanced cultivation of soft skills such as problem-solving, decision-making, groupwork, and facilitation of blended learning models.

III.   ICT INTEGRATION IN INTERACTIVE ENGLISH EDUCATION

ICT has become a fundamental component of contemporary English teaching and learning, particularly within interactive and learner-centered pedagogical frameworks. One of the key strengths of the interactive approach lies in its ability to support blended and flexible learning models, in which ICT functions as a catalyst for improving instructional effectiveness and learning outcomes. As technological advancements continue to reshape educational practices, English language education has moved beyond the traditional classrooms towards more dynamic, accessible learning environments.

3.1. The Importance of ICT Integration in English Teaching and Learning

With the advent of technology, researchers (Warschauer & Liaw, 2020, García et al., 2021, Ogbonna, 2021, Qu et al., 2022) have converged on the view that technological tools can support equitable access and enhance teaching quality by enabling interactive, multimedia-rich environments. Teachers can use varied digital tools (e-learning platforms, educational apps and Learning Management Systems - LMS) to create adaptable and individualized learning environments which support learner-centered education and encourage innovative teaching methods that enhance interaction and collaboration between teachers and learners. The learning process can be more intriguing and the subject contents can better capture of learners' interest and increase learner motivation; thereby contributing to the overall improvement of educational quality. Technology can enable knowledge transfer to occur more visually and interactively, hence boosting learner engagement and facilitating a deeper understanding of the learning materials. With the aid of technological advances, teachers can design learning materials that can be accessed anytime and anywhere. As a result, learners can learn autonomously, review learning materials not yet thoroughly perceived, interact with teachers and peers for idea exchange and feedback, and be assessed online. This shift can improve learning effectiveness and prepare learners for an increasingly connected and technology-based real world.

As for language education, scholars like Dudeney and Hockly (2016), Li and Cummins (2019) and Urbaite (2024) commented that the integration of technology, especially AI and the Internet, has redefined language education, making it more efficient, engaging, and accessible. These technological advancements in language education have become more prominent and irreplaceable, serving as a powerful pedagogical tool that fosters interactive, learner-centered, and personalized learning experiences.

As noted by Ürün (2016), the current language education policies show a tendency toward utilizing different forms of technology to support instructional processes, to involve language learners in the learning process, and to provide authentic patterns of the target culture and different cultures as well.

Akçayır et al. (2018) also share the view that technology not only improves the quality and effectiveness of teaching but also fosters learner engagement and motivation. ICT can be used as an integral tool of laboratory-based practical activities to enhance students' learning process, virtual alternative to real practical work, or a pedagogical tool for the teachers but classroom use remains scarce.

Nguyen (2024) investigates the integration of technology in English language teaching at universities and recognizes the significant benefits of enhancing learning effectiveness and improving teaching quality through facilitating active learning and interactive engagement of learners with the course material.

In brief, ICT integration is essential to interactive English teaching and learning as it supports blended learning, enhances instructional quality, and promotes learners' autonomy. The literature highlights that ICT enables more engaging, accessible, and personalized learning experiences, together with increasing students'

motivation and participation. Consequently, effective use of ICT not only strengthens English language instruction but also equips learners with the linguistic and digital skills necessary for success in a technology-driven global context.

3.2. Effective ICT Tools for Interactive English Teaching and Learning

A wide range of ICT tools has been identified as effective in promoting interactive English teaching and learning. Digital tools, such as computer-assisted language learning (CALL), mobile-assisted language learning (MALL) and other online collaboration tools, can foster autonomous learning and enhance students' communicative competence since they can develop their language skills by engaging with multimedia materials and adaptive learning technologies (Li and Hafner, 2022). The tools can help to strengthen students' engagement via real-time feedback, game-based learning experiences and authentic communication opportunities and to further learners' accessibility to language content anytime and anywhere (Hubbard & Levy, 2016). Technology also provides personalized assistance aligned to students' specific learning needs, improved learner retention and higher engagement compared to those in traditional classrooms (Albashtawi & Al Bataineh, 2020).

Looking at a technological advance, namely the Learning Management System (LMS), Coates et al (2005 cited in Le and Kieu, 2019) argue that efficiency, enriched learning experience, students' expectations, access and competitive pressure are major drivers behind the adoption of LMS. According to Le and Kieu (2019), LMS is a plentiful source of English reading materials for EFL students, a useful tool of assessment for use by English language teachers and a platform to boost students' learning autonomy.

Exploring the use of ChatGPT, another technological advance from the language teachers' perspective, Nguyen and Nguyen (2025) emphasize the use of ChatGPT to design tasks that evolve to value process, reflection, and interaction of language learners, which help language teachers to leverage the potential of ICT integration for language education.

As for communication and collaboration tools such as Zoom, Google Meet, Microsoft Teams, Nguyen (2025) acknowledges their central role in maintaining synchronous communication between language teachers and learners via online discussions, group presentations, real-time feedback, and speaking practice sessions. A cutting edge of these platforms is that they allow for continuous interaction outside physical classroom time, which is believed to boost interactive English teaching and learning.

Regarding the role of ICT integration for developing the four macro language skills, Nguyen (2025) highlights the positive effects of ICT tools on the teaching and learning of the four English language skills: listening, speaking, reading, and writing skills. Thanks to such digital tools as YouTube, VOA, BBC Learning English, and AI-based speech analysis applications, the active, personalized learning activities are strengthened in and beyond the classroom with exposure to authentic materials and intensified interaction among teachers and learners with instant feedback, modification and correction. The study reinforces the findings in the earlier scholarship that ICT integration in interactive English language teaching and learning can develop independent learning and encourage learner autonomy.

Another study in the context of Vietnam conducted by Tran and Nguyen (2025) looking at the AI integration into English language teaching from the perspective of Vietnamese EFL teachers shows that Vietnamese EFL teachers perceive AI as an essential teaching aid in their English teaching. The teachers in question regard AI as the stimulation of personalized learning, increased student motivation and engagement in learning activities. The researchers also propose fostering and monitoring AI application in English teaching and learning in line with learners' needs and the basic requirements of language teaching and learning as well as teachers' awareness and critical thinking for appropriate AI deployment.

AI-powered tools such as intelligent tutoring systems, automated feedback applications, speech recognition software, and conversational agents enable more dynamic interaction between learners, content, and

instructors. These tools support personalized learning by adapting instructional input, task difficulty, and feedback to learners' individual proficiency levels and learning trajectories, which is a core principle of interactive and learner-centered pedagogy (Chapelle & Sauro, 2017). Conversational AI tools, such as chatbots and AI-based dialogue systems, create opportunities for meaningful language use through simulated communication, thereby supporting the development of communicative competence and reducing learners' anxiety in speaking practice (Kukulska-Hulme & Viberg, 2018). Through immediate and targeted feedback, AI facilitates continuous interaction and reflection, allowing learners to actively engage in the learning process rather than passively receiving information.

To sum up, by embracing interactive English language teaching methods on the basis of ICT integration, teachers can support interactive English instruction for higher teaching quality, better engage learners in collaborative activities and empower learners to gain achievements in acquiring the language alongside sharpening necessary soft skills in preparation for the real technology-driven world.

IV. CONCLUSION

In conclusion, this study confirms that interactive activities are a cornerstone of effective interactive English language teaching and learning, providing students with engaging and practical opportunities to enhance their language proficiency apart from varied soft-skills. The findings show that ICT not only enhances English language classroom interaction and English language-skill development but also reshapes English pedagogical practices. By incorporating ICT tools in an interactive English language teaching and learning environment, teachers can create a dynamic learning environment that fosters language acquisition. Digital platforms offer innovative solutions that support teachers in delivering interactive and personalized language lessons. The study emphasizes two significant outcomes of ICT integration in English language teaching and learning, namely: English language teachers can use such ICT tools as LMS platforms, communication tools, language-learning applications, and AI-based systems to support interactive English education, and ICT integration can help to increase learner engagement and promote personalized, collaborative learning.

These findings carry several educational implications. The usage of ICT in interactive English language teaching is proved to be fruitful and applicable but to promote effective ICT integration in English language education, both teachers and learners are expected to be well trained on how to fully tap the utilities offered by varied ICT tools, educational institutions should provide structured professional development programs on technical skills and pedagogical strategies for using ICT effectively as well as to issue appropriate policies to motivate English language teachers and learners to engage with ICT efficiently.These implications are expected toreinforce the core message that ICT integration should be supported systematically rather than at individual level.

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