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PROMOTING RESPONSIBLE DIGITAL BEHAVIOUR THROUGH ICT-BASED ENGLISH LANGUAGE TEACHING

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Abstract

The integration of Information and Communication Technology (ICT) into English Language Teaching (ELT) has transformed language learning by creating interactive, collaborative, and technology-supported learning environments. However, alongside its educational benefits, the increasing use of digital technology has raised concerns regarding students' responsible digital behaviour. This study aims to explore how ICT-based ELT promotes responsible digital behaviour among students through a narrative literature review. The study employed a qualitative approach by synthesizing relevant journal articles, books, and scholarly publications published by synthesizing recent journal articles, books, and other scholarly publications. The findings reveal that ICT-based ELT provides meaningful opportunities to foster responsible digital behaviour through five interconnected dimensions: ethical online communication, academic integrity, responsible use of artificial intelligence, privacy awareness, and critical evaluation of digital information. The review also highlights the essential role of English teachers in integrating these dimensions into language learning through ethical technology use and meaningful digital learning activities. This study concludes that ICT-based ELT should emphasize the development of responsible digital behaviour as a core educational objective alongside language proficiency to prepare students for ethical participation in today's digital society.

Keywords: ICT-based English Language Teaching; responsible digital behaviour; academic integrity; artificial intelligence; digital ethics.

1. INTRODUCTION

The accelerating development of Information and Communication Technology (ICT) has substantially reshaped contemporary educational practices, particularly within English Language Teaching (ELT). Digital transformation has altered how teachers design instruction, deliver learning materials, facilitate interaction, and assess students' performance. At the same time, learners now have unprecedented access to authentic materials, multimedia resources, collaborative environments, and technology-mediated communication. Consequently, ICT has evolved from a supplementary classroom resource into an integral component of learner-centred and digitally mediated education (OECD, 2023; UNESCO, 2023). Effective digital transformation, however, requires more than technological access; it also depends on pedagogical competence, equitable participation, and the responsible use of digital resources.

Within ELT, technological innovation has expanded opportunities for authentic communication and independent language learning. Learning management systems, mobile applications, multimedia resources, collaborative platforms, automated feedback systems, and artificial intelligence (AI) tools can support listening, speaking, reading, and writing while promoting interaction and learner autonomy. Recent developments in generative artificial intelligence (GenAI) have further extended these possibilities by enabling personalized feedback, language practice, idea generation, and writing assistance (Kohnke et al., 2023; Creely, 2024). Nevertheless, meaningful technology integration depends considerably on teachers' ability to connect technological resources with appropriate pedagogical objectives. Research on teacher digital competence therefore emphasizes that educators require not only operational technological skills but also the capacity to

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select, evaluate, and implement digital tools critically and pedagogically (Claro et al., 2024).

The growing dependence on digital technologies simultaneously introduces important ethical and educational concerns. Learners increasingly encounter misinformation, privacy risks, cyberbullying, plagiarism, inappropriate online communication, algorithmic bias, and potential overreliance on AI-generated content. These concerns have become particularly salient following the rapid adoption of generative AI in educational settings. Although AI-based applications can facilitate personalized learning and linguistic support, inappropriate or uncritical use may compromise academic integrity, learner autonomy, originality, and critical engagement (Kasneci et al., 2023; Yan et al., 2024). International guidance therefore emphasizes that technological innovation should remain human-centred, transparent, safe, equitable, and pedagogically meaningful (UNESCO, 2023).

Against this background, responsible digital behaviour has emerged as an essential dimension of twenty-first-century education. The concept extends beyond technical proficiency and concerns learners' capacity to participate in digital environments ethically, critically, safely, and responsibly. It encompasses respectful online communication, protection of personal information, academic integrity, critical evaluation of digital content, responsible engagement with AI, and informed participation in online communities. These competencies allow learners to benefit from digital technologies while recognizing and managing the ethical, informational, and social risks associated with their use (OECD, 2023; Soria-Pérez et al., 2024).

Responsible digital behaviour is conceptually connected to both digital literacy and digital citizenship. Digital literacy involves the ability to access, evaluate, interpret, create, and communicate information through digital technologies, whereas digital citizenship places greater emphasis on ethical participation, privacy, safety, responsibility, and respectful interaction within digital environments. Contemporary perspectives increasingly regard these competencies as interdependent rather than purely technical. Learners must therefore develop the critical capacity to evaluate the reliability of online information, recognize potential manipulation or bias, protect personal data, acknowledge intellectual ownership, and make informed decisions when interacting with digital content. Recent research on digital citizenship similarly highlights digital security, responsible participation, and critical awareness as central components of students' preparedness for contemporary digital society (Soria-Pérez et al., 2024).

The emergence of generative AI has added another dimension to this responsibility. Applications such as ChatGPT, machine translation systems, AI-assisted writing tools, and automated feedback platforms provide substantial opportunities for language learning. They can facilitate brainstorming, linguistic revision, personalized feedback, vocabulary development, and independent practice (Kohnke et al., 2023; Creely, 2024). However, research also identifies risks associated with inaccurate information, excessive reliance on generated content, privacy, authorship, bias, and academic misconduct (Yan et al., 2024; Zainuddin et al., 2024). Consequently, AI literacy is becoming an increasingly important component of responsible digital behaviour because learners must understand not only how AI systems can be used but also how their outputs should be questioned, verified, acknowledged, and applied ethically.

These concerns are particularly relevant to secondary education. Students at this level are increasingly exposed to AI-supported and digitally mediated learning while still developing the cognitive and ethical competencies required to evaluate such technologies critically. Recent research has therefore emphasized the importance of developing AI literacy among secondary learners rather than measuring technological competence exclusively through self-reported ability (Zhong & Liu, 2024). Similarly, objective AI literacy assessment among Grades 7–9 students demonstrates growing recognition that young learners require structured knowledge of AI alongside critical and responsible technology practices.

Within the Indonesian educational context, technology-enhanced instruction expanded considerably during and after the COVID-19 pandemic. Digital platforms that were initially adopted to maintain instructional continuity have become embedded in classroom communication, assessment, collaborative learning, and independent study. This transition has created new opportunities for ELT but has simultaneously increased the responsibility of schools and teachers to prepare learners for ethical participation in digital environments. The educational objective should therefore extend beyond teaching students how to operate digital tools toward enabling them to determine when, why, and under what ethical conditions those technologies should be used.

English language classrooms provide a particularly relevant environment for developing such competencies because language learning inherently involves communication, information exchange, collaboration, authorship, and intercultural interaction. Activities such as collaborative writing, online discussion, digital storytelling, virtual presentations, information-search tasks, and project-based learning require learners to communicate respectfully, evaluate information critically, acknowledge sources, and protect personal information. Accordingly, English teachers are strategically positioned to integrate responsible digital practices into language instruction rather than treating digital ethics as a separate technological subject.

This pedagogical responsibility has become even more significant with the integration of AI into English learning. Research on ChatGPT and related technologies demonstrates substantial opportunities for language instruction but also stresses the importance of teacher guidance and appropriate digital competence (Kohnke et al., 2023). Recent systematic reviews similarly indicate that ethical issues—including privacy, transparency, academic integrity, bias, and overdependence—have become major concerns in AI-supported language

education (Zainuddin et al., 2024). Responsible technology use should therefore be incorporated into learning objectives so that students develop language proficiency alongside critical AI literacy and ethical decision-making.

Despite the rapidly expanding scholarship on ICT and AI in language education, several important gaps remain. First, previous research has predominantly examined technology in relation to language achievement, engagement, learner perceptions, digital competence, or teachers' readiness. Comparatively less attention has been directed toward responsible digital behaviour as an integrated educational outcome encompassing ethical communication, academic integrity, responsible AI use, privacy awareness, and critical information evaluation. Existing studies frequently address these dimensions independently, resulting in a fragmented understanding of responsible technology use within ELT.

Second, the emergence of GenAI has created a discrepancy between the rapid adoption of technological tools and the development of pedagogical frameworks for their ethical use. Recent reviews demonstrate increasing scholarly attention to GenAI in language education but continue to identify ethical integration, empirical validation, and responsible stakeholder engagement as areas requiring further investigation. Moreover, research on AI literacy increasingly recognizes that the ability to operate AI systems does not necessarily indicate the capacity to evaluate their outputs critically or use them responsibly.

Third, existing scholarship frequently concentrates on higher education, whereas responsible technology use among school-age learners remains comparatively underexplored. This limitation is particularly important because secondary students are increasingly exposed to AI applications, social media, online information, and digital learning environments. Developing responsible digital behaviour during this educational stage may therefore be essential for strengthening academic integrity, information literacy, privacy awareness, and critical digital participation.

Addressing these gaps, the present study examines how ICT-based English Language Teaching can promote responsible digital behaviour through a narrative literature review. The review synthesizes recent theoretical and empirical scholarship around five interconnected dimensions: ethical online communication, academic integrity, responsible use of artificial intelligence, privacy awareness, and critical evaluation of digital information. By integrating these dimensions within a unified conceptual framework, the study seeks to extend current discussions of technology-enhanced ELT beyond technological effectiveness toward the development of ethically responsible, critically informed, and digitally competent language learners.

2. METHOD

This study employed a qualitative research approach using a narrative literature review design to explore how Information and Communication Technology (ICT)-based English Language Teaching (ELT) promotes responsible digital behaviour among students. A narrative literature review was selected because it enables researchers to synthesize, interpret, and critically discuss findings from previous studies while developing a comprehensive conceptual understanding of a particular educational issue (Grant & Booth, 2009; Snyder, 2019). Unlike systematic reviews that primarily focus on answering narrowly defined research questions through rigid inclusion procedures, narrative literature reviews provide greater flexibility for integrating theoretical perspectives and empirical findings from diverse educational contexts. This approach was therefore considered appropriate because the present study aimed to develop an integrated understanding of responsible digital behaviour within ICT-based English Language Teaching rather than to evaluate the effectiveness of a specific intervention.

According to Creswell and Creswell (2018), qualitative research seeks to understand social and educational phenomena through interpretation rather than statistical measurement. In line with this perspective, the present review synthesizes previous studies to identify recurring concepts, research trends, theoretical perspectives, and pedagogical implications related to responsible digital behaviour in technology-enhanced English language learning.

The review specifically focused on five interconnected dimensions of responsible digital behaviour:

a. ethical online communication;
b. academic integrity;
c. responsible use of artificial intelligence;
d. privacy awareness;
e. critical evaluation of digital information.

These dimensions were selected because they consistently emerge in recent discussions concerning digital competence, digital citizenship, ethical technology use, and artificial intelligence in education.

Sources of Data

The data analyzed in this study consisted exclusively of secondary data obtained from peer-reviewed journal articles, academic books, conference proceedings, international reports, and other scholarly publications. Literature was collected from internationally recognized academic databases, including Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, DOAJ, Google Scholar, and Wiley Online Library.

To ensure that the review reflected current developments in educational technology, English language

teaching, and responsible digital behaviour, priority was given to publications published between 2020 and 2025. Nevertheless, several seminal publications published before 2020 were also included when discussing foundational theories of digital literacy, digital citizenship, and qualitative research methodology because these remain widely recognized within educational research.

The literature focused on the following research areas:

a. ICT-based English Language Teaching;
b. Digital literacy;
c. Digital citizenship;
d. Responsible digital behaviour;
e. Academic integrity;
f. Artificial intelligence in education;
g. Ethical online communication;
h. Privacy awareness;
i. Critical evaluation of digital information.

Literature Search and Selection

Documentation was employed as the primary data collection technique. The researchers conducted a comprehensive literature search using combinations of the following keywords:

a. ICT-based English Language Teaching
b. English Language Teaching
c. Educational Technology
d. Responsible Digital Behaviour
e. Digital Citizenship
f. Digital Literacy
g. Academic Integrity
h. Responsible AI
i. Artificial Intelligence in Education
j. Ethical Technology Use
k. Online Communication
l. Privacy Awareness

Boolean operators such as AND, OR, and quotation marks were used to refine the search strategy and increase the relevance of retrieved publications.

The inclusion criteria were as follows:

a. publications discussing ICT integration within English Language Teaching;
b. studies addressing one or more dimensions of responsible digital behaviour;
c. peer-reviewed scholarly publications;
d. publications written in English;
e. publications published between 2020 and 2025, except for seminal theoretical works;
f. studies providing theoretical, empirical, or pedagogical discussions relevant to the objectives of this review.

The exclusion criteria included duplicate publications, editorials, opinion articles without scholarly evidence, non-peer-reviewed documents, and publications that were not directly related to ICT-based English Language Teaching or responsible digital behaviour.

After the literature search, the researchers reviewed the titles, abstracts, and full texts of all retrieved publications to determine their relevance before including them in the final synthesis.

Data Analysis

The selected literature was analyzed using thematic analysis, supported by qualitative content analysis. According to Braun and Clarke (2006), thematic analysis enables researchers to identify, organize, analyze, and interpret recurring patterns across qualitative data. Meanwhile, qualitative content analysis facilitates systematic interpretation of textual information by identifying conceptual relationships among previous studies.

The analysis was conducted through several stages:

a. reading all selected publications thoroughly;
b. identifying important concepts and research findings;
c. coding recurring issues related to responsible digital behaviour;
d. grouping similar findings into broader themes;
e. comparing similarities and differences across previous studies;
f. synthesizing theoretical and empirical evidence to answer the research objective.

Six major themes emerged from the analysis:

a. Ethical Online Communication;
b. Academic Integrity;
c. Responsible Use of Artificial Intelligence;

d. Privacy Awareness;
e. Critical Evaluation of Digital Information;
f. Teachers' Strategies for Promoting Responsible Digital Behaviour.

These themes subsequently formed the basis for interpreting how ICT-based English Language Teaching contributes to the development of responsible digital behaviour.

Trustworthiness

To enhance the credibility and trustworthiness of the review, only reputable scholarly publications were included in the synthesis. Preference was given to peer-reviewed journal articles indexed in recognized academic databases. The researchers also compared findings across multiple studies to reduce potential bias and ensure balanced interpretation. In addition, recent publications were prioritized so that the review reflected current developments in educational technology, digital citizenship, artificial intelligence, and English Language Teaching

Ethical Considerations

Since this study was based exclusively on published literature, no human participants were involved, and ethical clearance was therefore not required. Nevertheless, the researchers maintained academic integrity throughout the review process by acknowledging all original ideas through appropriate citation and referencing following the APA 7th edition guidelines. Every effort was made to ensure accurate citation, avoid plagiarism, and faithfully represent the findings reported in the reviewed studies.

3. RESULT AND DISCUSSION

1) Promoting Responsible Digital Behaviour through ICT-Based English Language Teaching

Previous empirical studies have demonstrated that ICT-based English Language Teaching (ELT) contributes not only to improving students' English language proficiency but also to fostering collaboration, learner autonomy, critical thinking, and responsible participation in digital learning environments (Haerazi, 2024; Purwati & Difinubun, 2024; OECD, 2023; UNESCO, 2023).

Across the reviewed studies, digital technologies consistently provide authentic learning environments in which students interact, collaborate, create digital content, solve problems, and communicate through various online platforms. These learning experiences require learners to demonstrate ethical awareness while participating in digital environments, indicating that language learning and responsible digital behaviour can be developed simultaneously rather than independently.

Recent studies further demonstrate that ICT integration has shifted English language instruction from teacher-centred approaches toward learner-centred pedagogies emphasizing communication, collaboration, creativity, and critical thinking (Haerazi, 2024; Deiniatur et al., 2024). Digital platforms encourage students to become active participants in constructing knowledge while simultaneously developing the competencies required for responsible participation in digital society (OECD, 2023; UNESCO, 2023). Consequently, ICT should no longer be viewed merely as an instructional medium but as a pedagogical ecosystem that facilitates both language development and ethical digital engagement (Purwati & Difinubun, 2024; UNESCO, 2023).

The present review further reveals that responsible digital behaviour is a multidimensional construct consisting of ethical online communication, academic integrity, responsible use of artificial intelligence, privacy awareness, and critical evaluation of digital information (UNESCO, 2023; OECD, 2023). These dimensions are closely interconnected because effective digital participation requires not only technical competence but also ethical judgement, critical thinking, and responsible decision-making (OECD, 2023; UNESCO, 2023). This finding supports international perspectives that emphasize digital competence as the integration of knowledge, skills, attitudes, ethics, and values necessary for participation in contemporary digital society (OECD, 2023; UNESCO, 2023).

Previous studies consistently report that English Language Teaching provides an appropriate context for integrating responsible digital behaviour because language learning naturally involves communication, collaboration, information exchange, and intercultural interaction (Haerazi, 2024; Deiniatur et al., 2024). Activities such as collaborative writing, online discussions, virtual presentations, project-based learning, and AI-assisted language practice encourage students to apply ethical principles while simultaneously improving communicative competence (Purwati & Difinubun, 2024; Kohnke et al., 2023). Therefore, ICT-based ELT should be viewed as an educational approach that integrates language proficiency with responsible participation in digital environments rather than focusing exclusively on technological or linguistic outcomes (UNESCO, 2023; OECD, 2023).

The successful implementation of responsible digital behaviour depends largely on teachers' pedagogical competence (Haerazi, 2024; Deiniatur et al., 2024). Teachers are expected not only to master digital technologies but also to design learning activities that promote ethical communication, academic honesty, responsible AI use, privacy awareness, and critical evaluation of online information (UNESCO, 2023; OECD, 2023). Consequently, continuous teacher professional development remains an essential prerequisite for maximizing the educational benefits of ICT integration while minimizing potential ethical risks associated with digital learning (OECD, 2023; UNESCO, 2023).

Overall, the present review suggests that responsible digital behaviour should become an explicit learning outcome within ICT-based English Language Teaching. Integrating responsible technology use into language learning prepares students to become competent English users who are also capable of participating ethically, critically, and responsibly in increasingly complex digital environments (UNESCO, 2023; OECD, 2023). These findings reinforce recent international recommendations emphasizing that digital transformation in education should prioritize human-centred learning, ethical technology use, and responsible digital citizenship alongside academic achievement (OECD, 2023; UNESCO, 2023).

2) Ethical Online Communication

Ethical online communication represents one of the most fundamental dimensions of responsible digital behaviour within ICT-based English Language Teaching (ELT) (UNESCO, 2023; OECD, 2023). As digital technologies increasingly mediate language learning, students are expected not only to communicate effectively in English but also to demonstrate respect, empathy, responsibility, and appropriate online etiquette when interacting through digital platforms (Deiniatur et al., 2024; Haerazi, 2024). ICT-supported learning environments provide authentic opportunities for communication while simultaneously requiring learners to recognize the ethical consequences of their digital interactions (UNESCO, 2023; OECD, 2023).

Previous studies consistently report that effective online communication extends beyond grammatical accuracy and communicative competence to include respectful interaction, appreciation of diverse perspectives, acknowledgement of intellectual contributions, and constructive participation in collaborative learning (Deiniatur et al., 2024; UNESCO, 2023). These competencies reflect the broader principles of digital citizenship, which emphasize ethical participation and mutual respect within digital communities (Ribble, 2015; UNESCO, 2023).

Another important issue identified in previous studies concerns the increasing prevalence of cyberbullying, hate speech, online harassment, misinformation, and disrespectful communication among students using digital platforms (UNESCO, 2023; OECD, 2023). Such behaviours may negatively influence students' psychological well-being, learning motivation, classroom participation, and collaborative engagement (Haerazi, 2024; UNESCO, 2023).

English teachers therefore play a central role in modelling ethical online communication during ICT-supported learning (Haerazi, 2024; Deiniatur et al., 2024). Through collaborative writing, peer feedback, online discussions, digital storytelling, and virtual presentations, teachers encourage students to express ideas respectfully, appreciate cultural diversity, and resolve communication challenges constructively (Purwati & Difinubun, 2024; UNESCO, 2023).

Ethical online communication also contributes directly to the development of twenty-first century competencies, including communication, collaboration, intercultural awareness, critical thinking, and responsible citizenship (OECD, 2023; UNESCO, 2023). As students interact with classmates and wider digital communities, they simultaneously strengthen English language proficiency and responsible participation within technology-supported learning environments (Haerazi, 2024; Deiniatur et al., 2024).

Promoting ethical online communication requires continuous collaboration among teachers, educational institutions, families, and policymakers (OECD, 2023; UNESCO, 2023). Schools should establish clear digital communication guidelines while providing professional development that enables teachers to integrate responsible digital behaviour effectively into English language instruction (Haerazi, 2024; UNESCO, 2023).

Overall, ethical online communication serves as the foundation of responsible digital behaviour within ICT-based English Language Teaching. When teachers intentionally integrate ethical communication into technology-enhanced language learning, students become more capable of communicating effectively, respectfully, critically, and responsibly while simultaneously improving their English language proficiency (UNESCO, 2023; OECD, 2023; Haerazi, 2024).

3) Academic Integrity in Digital Learning

Academic integrity represents one of the most essential components of responsible digital behaviour within ICT-based English Language Teaching (ELT). The rapid expansion of digital learning resources has transformed how students search for information, complete assignments, and interact with knowledge. Online databases, digital libraries, machine translation systems, grammar-checking applications, and generative artificial intelligence (AI) have significantly increased access to educational resources while simultaneously creating new ethical challenges concerning plagiarism, authorship, originality, and responsible technology use. Consequently, maintaining academic integrity has become increasingly important in technology-enhanced language learning environments.

Previous studies have consistently demonstrated that academic integrity extends beyond the simple avoidance of plagiarism. It encompasses honesty, fairness, responsibility, trust, respect, and accountability throughout the learning process. Students are expected to acknowledge original sources appropriately, produce authentic academic work, avoid unauthorized assistance, and demonstrate transparency when using digital technologies during learning activities. These principles contribute not only to maintaining academic standards but also to fostering learners' ethical awareness, independent thinking, and intellectual responsibility, which are fundamental competencies in higher education and lifelong learning.

Within English Language Teaching, academic integrity is particularly significant because language learning frequently requires students to complete writing assignments, oral presentations, collaborative projects, and literature-based tasks that involve extensive use of digital information. The availability of online materials enables learners to access authentic texts from various international sources; however, this convenience also increases the possibility of inappropriate copying, improper paraphrasing, and insufficient acknowledgment of original authors. Therefore, English teachers should explicitly teach citation practices, paraphrasing techniques, summarizing skills, and responsible source integration as integral components of academic writing instruction rather than assuming that students naturally understand these ethical principles.

Recent developments in artificial intelligence have further complicated discussions surrounding academic integrity. Applications such as ChatGPT, Grammarly, QuillBot, DeepL Translator, and other AI-powered writing assistants provide immediate support for grammar correction, vocabulary enhancement, text generation, translation, and idea development. When used appropriately, these technologies may facilitate language learning by encouraging revision, providing formative feedback, and supporting students' writing development. Nevertheless, excessive dependence on AI-generated content may reduce students' opportunities to develop independent writing skills, critical thinking, creativity, and problem-solving abilities if learners merely reproduce automatically generated responses without meaningful reflection or personal contribution.

The reviewed studies therefore emphasize that responsible AI use should be guided by clear ethical principles rather than outright prohibition. Instead of replacing students' intellectual effort, AI should function as a learning assistant that supports brainstorming, language practice, vocabulary expansion, grammatical improvement, and self-directed learning. Students should critically evaluate AI-generated information, verify its accuracy through reliable academic sources, acknowledge AI assistance transparently when required by institutional policies, and remain responsible for the final quality and originality of their academic work. Such practices reinforce academic integrity while allowing learners to benefit from technological innovation.

Teachers consequently play a pivotal role in promoting academic integrity within ICT-based ELT. Beyond detecting plagiarism, teachers should cultivate a classroom culture that values originality, intellectual honesty, critical inquiry, and ethical scholarship. This may be achieved through authentic writing tasks, project-based learning, reflective journals, peer-review activities, collaborative discussions, and formative feedback that encourages students to develop their own ideas while responsibly integrating information from external sources. In addition, explicit classroom discussions concerning ethical AI use, copyright, citation standards, and responsible digital participation enable students to understand the long-term educational value of academic honesty rather than perceiving it merely as a set of institutional regulations.

The findings also suggest that educational institutions should establish comprehensive policies regarding the ethical use of artificial intelligence in academic settings. Such policies should clearly define acceptable and unacceptable AI practices, provide guidance for transparent disclosure of AI assistance, promote digital literacy among students and teachers, and ensure that assessment strategies continue to evaluate higher-order thinking skills rather than simple information retrieval.

Continuous professional development for teachers is equally important because rapidly evolving AI technologies require educators to remain informed about both the pedagogical opportunities and ethical challenges associated with technology-enhanced learning.

Furthermore, academic integrity should be understood as a lifelong educational value rather than merely an institutional requirement. Students who consistently practice honesty, responsibility, and ethical decision-making during language learning are more likely to transfer these values into professional, academic, and social contexts beyond the classroom. Consequently, integrating academic integrity into ICT-based English Language Teaching contributes not only to improving English language proficiency but also to preparing responsible digital citizens capable of participating ethically in knowledge-based societies.

Overall, this review demonstrates that academic integrity constitutes a central pillar of responsible digital behaviour in ICT-based English Language Teaching. Effective integration of digital technologies requires a balanced approach that combines technological innovation with ethical awareness, critical evaluation, responsible AI use, and respect for intellectual property. Therefore, English language educators should view academic integrity as an essential learning outcome that supports both academic excellence and responsible participation in contemporary digital environments.

4) Responsible Use of Artificial Intelligence

The rapid development of artificial intelligence (AI) has fundamentally transformed educational practices, including English Language Teaching (ELT). AI-powered applications such as ChatGPT, Grammarly, QuillBot, DeepL Translator, Microsoft Copilot, and other intelligent learning systems provide students with immediate access to language support, automated feedback, vocabulary enrichment, grammar correction, translation assistance, and personalized learning experiences. These technologies have expanded opportunities for autonomous learning by allowing learners to practice English beyond classroom boundaries while receiving timely and individualized support. Consequently, AI has become an increasingly influential component of ICT-based English Language Teaching.

Recent research consistently demonstrated that AI offers considerable pedagogical benefits when integrated appropriately into language learning. AI-assisted learning enables students to generate ideas for writing, improve grammatical accuracy, expand vocabulary knowledge, receive formative feedback, and practice language skills at their own pace. Such technologies also support differentiated instruction because learners with different proficiency levels may receive personalized assistance according to their individual learning needs. Therefore, AI should be viewed as a complementary instructional resource that enhances learning opportunities rather than replacing teachers' pedagogical roles.

Despite these educational advantages, the rapid adoption of generative AI has generated substantial ethical concerns regarding responsible technology use. The reviewed studies indicate that many students increasingly depend on AI-generated responses without critically evaluating the accuracy, reliability, or appropriateness of the information provided. Excessive reliance on AI may reduce learners' critical thinking, creativity, independent problem-solving, and language production because students may simply accept automatically generated content without engaging in meaningful cognitive processes. Such practices potentially undermine the educational purpose of language learning, which emphasizes active knowledge construction rather than passive information consumption.

Another major concern involves the reliability of AI-generated information. Although generative AI systems can produce fluent and coherent responses, they may also generate inaccurate information, fabricated references, biased explanations, or contextually inappropriate language. Consequently, students should be encouraged to verify AI-generated information using credible academic sources before incorporating it into their learning activities. Developing the ability to critically evaluate AI output therefore becomes an essential component of responsible digital behaviour within ICT-based English Language Teaching.

The review further highlights that responsible AI use requires transparency, accountability, and ethical decision-making. Students should understand that AI is designed to assist learning rather than replace intellectual effort. Appropriate AI use includes brainstorming ideas, generating outlines, receiving language feedback, checking grammatical accuracy, exploring vocabulary alternatives, and practicing communication skills. Conversely, submitting AI-generated assignments as entirely original work, fabricating citations, or using AI to avoid genuine learning violates the principles of

academic integrity and responsible digital behaviour. Therefore, learners remain fully responsible for evaluating, revising, and improving any AI-generated content before submitting academic work.

Within English Language Teaching, teachers occupy a central role in promoting responsible AI literacy. Beyond introducing AI tools, teachers should explicitly discuss their pedagogical benefits, ethical limitations, and appropriate classroom applications. Classroom activities may include evaluating AI-generated texts, identifying factual inaccuracies, comparing human and AI writing, reflecting on ethical dilemmas, and discussing the strengths and weaknesses of different AI applications. Such learning experiences encourage students to become informed and reflective users of AI while strengthening critical thinking, language awareness, and ethical reasoning.

Professional development for teachers also represents an essential factor in successful AI integration. Because AI technologies evolve rapidly, teachers require continuous training to understand emerging AI applications, institutional policies, copyright issues, data privacy regulations, and ethical standards governing educational technology. Strengthening teachers' AI competence enables them to design meaningful learning experiences that maximize educational benefits while minimizing ethical risks associated with inappropriate AI use.

The review additionally indicates that educational institutions should establish comprehensive AI governance frameworks supporting responsible technology integration. Institutional guidelines should clearly explain acceptable AI practices, disclosure requirements, assessment policies, data protection measures, and ethical standards for both teachers and students. Rather than banning AI completely, educational institutions should promote responsible AI literacy through policies that encourage transparency, critical evaluation, creativity, and human-centred learning. Such approaches align with recent international recommendations emphasizing that AI should enhance educational quality while respecting human rights, academic integrity, and learner autonomy.

From a broader educational perspective, responsible AI use contributes to preparing students for participation in increasingly digital and AI-driven societies. Future graduates will inevitably encounter AI technologies across professional, academic, and social contexts. Consequently, schools have a responsibility not only to introduce AI technologies but also to cultivate ethical awareness, critical evaluation skills, digital responsibility, and informed decision-making. Developing these competencies enables students to become responsible users of artificial intelligence who are capable of balancing technological innovation with ethical judgement.

Overall, the present review demonstrates that responsible use of artificial intelligence represents a core dimension of responsible digital behaviour within ICT-based English Language Teaching. Effective AI integration requires collaboration among teachers, students, educational institutions, and policymakers to ensure that technological innovation supports meaningful learning rather than replacing authentic educational experiences. Therefore, AI should function as a pedagogical partner that enhances creativity, language development, and critical thinking while preserving academic integrity, learner autonomy, and ethical responsibility.

5) Privacy Awareness and Critical Evaluation of Digital Information

Privacy awareness and the ability to critically evaluate digital information constitute two essential dimensions of responsible digital behaviour within ICT-based English Language Teaching (ELT). As students increasingly participate in technology-supported learning through learning management systems, social networking platforms, cloud-based applications, video conferencing tools, and artificial intelligence (AI), they continuously generate, share, and access digital information. Consequently, learners are expected not only to use technology effectively but also to understand how to protect personal data, manage digital identities, recognize online risks, and critically evaluate the credibility of digital information before applying it in academic contexts.

Current literature consistently indicates that privacy awareness extends beyond protecting passwords or personal accounts. It also involves understanding how digital platforms collect, store, process, and distribute personal information. Students should recognize the long-term implications of digital footprints because information shared online may remain accessible for extended periods and influence future educational or professional opportunities. Therefore, responsible digital behaviour requires learners to make informed decisions regarding the disclosure of personal information while respecting the privacy rights of others.

Within English Language Teaching, privacy awareness becomes increasingly important because students frequently utilize online learning platforms, collaborative writing applications, AI-powered learning tools, and international communication platforms requiring account registration and data sharing. Although these technologies enhance learning opportunities, they also expose students to

potential risks including unauthorized data collection, identity theft, cyber fraud, phishing attacks, and misuse of personal information. Consequently, English teachers should integrate discussions concerning online safety, responsible account management, secure password practices, and ethical data sharing into technology-enhanced language learning activities.

The increasing use of generative artificial intelligence has further strengthened the importance of privacy awareness in educational contexts. Many AI systems process user prompts, uploaded documents, and written assignments to improve system performance or provide personalized services. Students should therefore understand institutional policies regarding data protection and avoid uploading confidential information, personal identification data, examination materials, or sensitive educational records into publicly accessible AI platforms. Responsible AI use consequently requires awareness not only of academic integrity but also of privacy protection and digital security.

Another major finding emerging from the reviewed literature concerns students' ability to critically evaluate digital information. The rapid expansion of online information has significantly increased learners' access to educational resources; however, it has also increased exposure to misinformation, disinformation, biased content, fabricated references, manipulated media, and unreliable websites. Consequently, digital literacy requires learners to evaluate information systematically rather than accepting digital content uncritically.

Critical evaluation of digital information involves examining the credibility of authors, publication sources, institutional affiliations, publication dates, supporting evidence, citation quality, and potential bias before incorporating information into academic work. Students should compare information across multiple reliable sources, distinguish scholarly publications from opinion-based content, and verify claims using reputable academic databases whenever possible. These competencies strengthen both academic integrity and critical thinking while reducing the risk of misinformation influencing students' learning.

Within ICT-based English Language Teaching, teachers play a significant role in developing these competencies through authentic learning activities. Students may be assigned to compare information from multiple online sources, identify credible and non-credible websites, evaluate AI-generated responses, analyze news articles, or discuss digital misinformation within collaborative learning tasks. Such activities encourage learners to practice English while simultaneously strengthening information literacy, analytical reasoning, and responsible decision-making in digital environments.

The reviewed studies further indicate that privacy awareness and critical information evaluation contribute directly to the development of broader twenty-first century competencies. Students who understand digital privacy and critically evaluate online information demonstrate greater independence, problem-solving ability, communication skills, and responsible participation in digital society. These competencies are increasingly recognized as fundamental educational outcomes because future citizens must continuously navigate complex digital environments characterized by rapidly evolving technologies and abundant online information.

Educational institutions therefore have an important responsibility to establish comprehensive digital safety policies supporting responsible technology use. Schools should provide regular digital literacy programs, establish institutional guidelines concerning data privacy, promote ethical technology practices, and strengthen collaboration among teachers, students, parents, and policymakers to cultivate responsible digital citizens. Such institutional support ensures that technology integration contributes not only to language achievement but also to students' personal safety, ethical awareness, and informed participation within digital society.

Overall, the present review demonstrates that privacy awareness and critical evaluation of digital information represent indispensable components of responsible digital behaviour within ICT-based English Language Teaching. Effective ICT integration should therefore balance technological innovation with ethical awareness, information literacy, digital safety, and critical thinking. By integrating these competencies into English language learning, teachers prepare students not only to become proficient English users but also responsible digital citizens capable of participating safely, ethically, and critically in contemporary information societies.

6) Teachers' Strategies for Promoting Responsible Digital Behavior

Teachers play a pivotal role in promoting responsible digital behaviour within ICT-based English Language Teaching (ELT). As digital technologies become increasingly integrated into language education, English teachers are expected not only to facilitate language acquisition but also to guide students in developing ethical awareness, digital responsibility, critical thinking, and

appropriate technology use. Recent studies have emphasized that teachers' digital competence, pedagogical knowledge, and ethical awareness significantly influence students' responsible participation in technology-enhanced learning environments (Deiniatur et al., 2024; Haerazi, 2024).

Previous findings emphasize that effective promotion of responsible digital behaviour requires intentional instructional planning rather than simply introducing digital technologies into classroom activities. Teachers should integrate responsible digital behaviour into lesson objectives, learning activities, classroom discussions, assessment practices, and reflection tasks. In this way, students develop digital responsibility as an integral component of language learning rather than as an additional topic discussed separately. Such integration supports the development of communicative competence while simultaneously cultivating ethical participation in digital environments.

One effective strategy involves establishing explicit classroom expectations regarding responsible technology use. At the beginning of ICT-supported learning activities, teachers should introduce guidelines concerning respectful online communication, academic honesty, appropriate use of artificial intelligence, protection of personal information, and responsible participation in collaborative learning. Clear classroom expectations help students understand acceptable digital practices while reducing opportunities for plagiarism, cyberbullying, misinformation, and inappropriate online behaviour.

Another important instructional strategy is the integration of authentic language learning activities that simultaneously promote responsible digital behaviour. Collaborative writing projects, online discussions, digital storytelling, virtual presentations, problem-based learning, peer feedback, and project-based learning require students to communicate respectfully, negotiate meaning, acknowledge information sources appropriately, and work collaboratively using digital technologies. Through these activities, learners experience responsible digital participation in authentic communicative situations rather than merely learning theoretical concepts about digital ethics.

Teachers should also promote critical digital literacy by encouraging students to evaluate online information before incorporating it into academic work. Classroom activities may include comparing information obtained from multiple websites, identifying reliable and unreliable digital sources, analyzing AI-generated responses, discussing misinformation, and evaluating the credibility of online references. Such learning experiences strengthen students' critical thinking while improving reading comprehension, academic writing, and information literacy. Previous research has demonstrated that integrating critical evaluation into English language learning supports both language proficiency and responsible digital citizenship (Purwati & Difinubun, 2024; UNESCO, 2023).

The reviewed studies further emphasize the importance of modelling ethical technology use. Teachers themselves should demonstrate appropriate citation practices, responsible AI use, respectful online communication, and professional digital conduct throughout classroom instruction. Students frequently develop responsible digital habits by observing teachers' behaviour; therefore, teachers serve not only as instructors but also as role models for ethical participation in digital environments. This modelling process reinforces the values of honesty, responsibility, fairness, and respect that underpin responsible digital behaviour.

Artificial intelligence has introduced new instructional opportunities that require careful pedagogical guidance. Rather than prohibiting AI applications, teachers should demonstrate how tools such as ChatGPT, Grammarly, DeepL Translator, and AI-powered writing assistants can be used responsibly to support brainstorming, vocabulary development, grammar checking, and language practice. Students should be encouraged to evaluate AI-generated responses critically, revise automatically generated texts independently, and acknowledge AI assistance transparently whenever institutional policies require disclosure. Such practices enable students to benefit from technological innovation while maintaining academic integrity and independent learning.

Continuous formative assessment also represents an effective strategy for fostering responsible digital behaviour. Instead of evaluating only language outcomes, teachers should assess students' ethical participation during collaborative activities, responsible citation practices, quality of online communication, critical evaluation of information, and appropriate technology use. Reflection journals, self-assessment, peer assessment, and digital portfolios may provide valuable opportunities for students to monitor their own development as responsible digital learners. These assessment strategies encourage students to view responsible digital behaviour as an ongoing learning process rather than a set of isolated classroom rules.

Professional development is another critical factor influencing teachers' ability to implement responsible digital behaviour successfully. Because educational technologies and artificial

intelligence continue to evolve rapidly, teachers require continuous opportunities to strengthen their digital competence, pedagogical knowledge, and understanding of ethical technology use. Professional development programs should therefore address digital literacy, AI literacy, data privacy, digital citizenship, instructional design, and emerging educational technologies. Institutional support through workshops, mentoring, collaborative professional learning communities, and access to technological resources enables teachers to implement ICT-based ELT more confidently and effectively.

Successful promotion of responsible digital behaviour also requires collaboration beyond the classroom. Schools should establish comprehensive digital citizenship policies involving teachers, school leaders, parents, and students. Parents play an essential role in reinforcing responsible technology use at home, while educational leaders should provide institutional policies, technological infrastructure, and continuous professional support that encourage ethical digital practices. Such collaboration creates consistent expectations regarding responsible technology use across both school and home environments.

Overall, the present review demonstrates that teachers represent the key agents in integrating responsible digital behaviour into ICT-based English Language Teaching. Through intentional instructional planning, authentic communicative activities, ethical modelling, responsible AI integration, critical digital literacy instruction, and continuous formative assessment, teachers can simultaneously develop students' English language proficiency and responsible participation in digital society. Consequently, promoting responsible digital behaviour should be regarded as a fundamental pedagogical responsibility of English teachers rather than merely an additional objective of technology-supported learning.

7) Implications for ICT-Based English Language Teaching

The findings of this narrative literature review have several important implications for English Language Teaching (ELT) in the digital era. First, ICT integration should not be limited to improving students' technological competence or language proficiency. Instead, technology-enhanced English language instruction should intentionally cultivate responsible digital behaviour as an essential educational outcome. English language classrooms should therefore provide meaningful opportunities for students to develop ethical online communication, academic integrity, responsible use of artificial intelligence, privacy awareness, and critical evaluation of digital information alongside the four language skills. Such an integrated approach reflects the growing expectation that language education should prepare students not only for academic achievement but also for responsible participation in digital society (UNESCO, 2023; OECD, 2023).

A second implication concerns curriculum development. The reviewed literature suggests that responsible digital behaviour should be systematically embedded within English language curricula rather than introduced as an isolated topic. Learning objectives, instructional materials, classroom activities, assessment procedures, and learning outcomes should explicitly address responsible technology use and digital citizenship. Integrating these competencies across the curriculum enables students to develop ethical awareness continuously through authentic language learning experiences instead of receiving occasional instruction about digital ethics.

The findings also highlight the need for pedagogical innovation. Teachers are encouraged to design technology-enhanced learning activities that simultaneously foster language proficiency and responsible digital participation. Collaborative writing, project-based learning, digital storytelling, virtual intercultural exchanges, online debates, reflective journals, AI-assisted writing workshops, and peer-feedback activities provide authentic opportunities for students to communicate in English while applying ethical principles in real digital contexts. Such instructional practices strengthen communicative competence, critical thinking, creativity, collaboration, and digital responsibility simultaneously.

Another important implication relates to assessment. Traditional language assessment often emphasizes grammatical accuracy, vocabulary knowledge, and communicative performance while paying limited attention to students' responsible use of technology. The present review suggests that assessment practices should also evaluate learners' academic honesty, responsible AI use, quality of online communication, critical evaluation of information, collaborative participation, and ethical decision-making during digital learning activities. Reflection journals, digital portfolios, peer assessment, and project-based assessment may provide more comprehensive evidence of students' development as responsible digital citizens.

Professional development for teachers represents another crucial implication of this review. The

rapid evolution of digital technologies requires English teachers to continuously strengthen their competencies in digital pedagogy, artificial intelligence, digital literacy, online assessment, instructional design, and ethical technology integration. Continuous professional learning enables teachers to select appropriate technologies, design meaningful learning experiences, evaluate emerging educational innovations critically, and guide students toward responsible digital participation. Consequently, educational institutions should provide regular training programs that address both technological competence and ethical dimensions of digital education.

Institutional support is equally essential for successful implementation. Schools and universities should establish comprehensive policies governing responsible technology use, artificial intelligence, academic integrity, data privacy, and digital citizenship. Clear institutional guidelines reduce uncertainty regarding acceptable technology practices while encouraging transparency, accountability, and responsible participation among both teachers and students. Furthermore, adequate technological infrastructure, reliable internet access, technical assistance, and administrative support enable teachers to integrate ICT effectively into English language learning.

Beyond classroom practice, the findings also carry implications for educational policymakers. National and local educational authorities should consider incorporating responsible digital behaviour into curriculum frameworks, teacher education programs, and educational technology policies. Policy initiatives should encourage collaboration among schools, universities, families, technology providers, and government agencies to ensure that students receive consistent guidance regarding ethical technology use across educational settings. Such collaboration supports the development of digitally competent citizens who are capable of navigating increasingly complex technological environments responsibly.

The present review likewise contributes to the growing theoretical discussion concerning digital citizenship, digital literacy, and responsible artificial intelligence in English language education. By synthesizing five interconnected dimensions of responsible digital behaviour, this study offers a conceptual framework that may guide future empirical investigations. Researchers may build upon this framework by examining how these dimensions interact in different educational contexts, learner populations, or technology-supported instructional models.

Finally, the review demonstrates that the future of English Language Teaching extends beyond developing linguistic competence alone. Contemporary English classrooms should prepare learners to communicate effectively, think critically, evaluate information responsibly, collaborate ethically, and use emerging technologies wisely. Consequently, responsible digital behaviour should be regarded as a core educational objective within ICT-based English Language Teaching rather than an additional competency that accompanies technology integration.

3. CONCLUSION

This narrative literature review demonstrates that ICT-based English Language Teaching (ELT) can promote language proficiency while fostering responsible digital behaviour through five interconnected dimensions: ethical online communication, academic integrity, responsible use of artificial intelligence, privacy awareness, and critical evaluation of digital information. The findings highlight the important role of English teachers in integrating these competencies through authentic communication, digital ethics instruction, critical digital literacy, responsible AI use, and formative assessment. However, the narrative design and diversity of the reviewed educational contexts limit the generalizability of the findings. Future empirical and longitudinal studies are therefore needed to examine the effects of responsible digital behaviour on language achievement, digital competence, academic integrity, and ethical AI use across different educational settings. Overall, responsible digital behaviour should be recognized as a core objective of ICT-based ELT to prepare learners as competent English users and critical, ethical, and responsible digital citizens.

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