INTEGRATING TECHNOLOGY-ENHANCED LANGUAGE LEARNING (TELL) INTO ENGLISH LANGUAGE TEACHING (ELT) AT STAIN MANDAILING NATAL

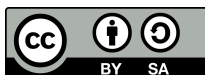**Sartika Dewi Harahap[1], Rica Umrina Lubis[2], Syarifah Hidayani[3]**
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Abstract
This study explores the integration of Technology-Enhanced Language Learning (TELL) and its impact on English Language Teaching (ELT). The research addresses the issue of how technology influences students' learning experiences in ELT. The study aims to examine students' perspectives on the use of digital tools in language learning and their effectiveness in enhancing the learning process. A case study approach was employed, with data collected through the interactive platform Mentimeter. Fourteen students from the Tadris Bahasa Inggris Study Program at STAIN Mandailing Natal participated by providing their opinions on the integration of technology in ELT during a presentation session. The analysis reveals that the majority of respondents expressed positive perceptions of technology use in ELT. Students highlighted those various digital tools introduce a new dimension to learning, making the process more engaging and accessible. Key benefits identified include easier access to resources, increased interactivity, and greater flexibility in learning. These findings emphasize the significance of incorporating digital tools into language instruction to enhance the overall learning experience.
Keywords: *Integrating, TELL, ELT, STAIN Madina.*

Introduction

Technology plays a crucial role in English Language Teaching (ELT) by providing innovative tools and resources that enhance the learning experience (Alotumi, 2020). It has revolutionized the way students learn languages. TELL (Technology Enhanced Language Learning) refers to the utilization of computers as a technological advancement to present multimedia, supporting and enhancing the

teaching methods used by language instructors (Muhtar & Pammu, 2021). The development of language learning apps, virtual reality, digital libraries, Artificial Intelligence (AI), online courses, and language exchange platforms, it has become easier than ever to learn a new language (Idul, M., & Syaiful, S., 2024). These tools provide students with a more interactive and engaging experience, allowing them to practice speaking, listening, reading, and writing skills in a more immersive way. According to Al-Kadi (2018) states that technology can personalize the learning experience adaptively learning algorithms, and students can receive customized lessons and practice activities based on their strengths and weaknesses.

Another benefit of technology in language learning is the ability to connect students with native speakers around the world (Gündüz, 2020). Through language exchange platforms and virtual conversation partners, students can practice their language skills with real people in a safe and supportive environment. This not only helps students improve their language skills but also allows them to learn about different cultures and make new friends from around the world. Overall, technology has made language learning more accessible, engaging, and effective than ever before (Hani, 2014). Based on the students of Tadris Bahasa Inggris Program STAIN Mandailing Natal agreed that the integration of technology into ELT has brought about a range of surprising benefits, transforming the learning experience for both students and educators to achieve curriculum goals.

ELT is influenced by advances in technology, particularly in the realm of TELL. According to (Enayati & Gilakjani, 2020) TELL allows for adaptive learning platforms that can tailor materials such as articles, videos, podcasts, and social media content and activities based on individual student needs, progress, and learning styles. AI-driven systems can provide real-time (Ammade et al., 2018). Such as translation and pronunciation assistance tools can support learners from diverse language targets. TELL also can be used to provide ongoing training and professional development opportunities for English teachers, keeping them updated on the latest pedagogical approaches and technologies. In short, exposure tools, applications, and approaches

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that leverage technology to enhance language use, language proficiency and understanding as well as education quality.

Several studies, such as those by X. L. Chen et al., (2021), highlight that TELL tools and applications are widely available for students across different proficiency levels, from beginners to advanced users. Various platforms, including Duolingo, Babbel, Mentimeter, Memrise, Busuu, and HelloTalk, provide mobile-friendly language learning experiences K. T.-C. Chen (2023). These applications incorporate features such as flashcards, quizzes, and interactive language exchange to enhance vocabulary, pronunciation, and overall language skills. Additionally, tools like Grammarly and Quillbot focus on improving grammar and vocabulary, while Kahoot! and Teachy App integrate gamification elements to make learning more engaging and motivating. Interactive and visually appealing materials further enhance student motivation, and platforms like Canva allow teachers to modify learning materials creatively.

Despite the availability of these technological tools, there remains a gap in understanding how their integration specifically impacts English Language Teaching (ELT) in institutional settings, particularly in STAIN Mandailing Natal. While existing studies discuss the general benefits of TELL applications, limited research explores students' first-hand experiences and perceptions of these tools in a structured academic environment. This study aims to address this gap by analysing students' perspectives on the effectiveness of TELL integration in ELT, providing insights into its practical implications for language instruction.

Referring to previous research that discusses the integration of TELLs in ELT and how the use of TELL is needed. Some of the previous writings contain many logical reasons that make the position of TELL important to be applied in ELT. However, studies on the exploration of integration TELL itself are still very rare. One of the previous studies that discusses the effects of TELL in ELT on student vocabulary learning, namely Enayati & Gilakjani, (2020). She said that TELL affects vocabulary learning of secondary-level students in Iran. The researchers jointly used Tell Me More (TEM) software and Preliminary English Test (PET) as standardized measurements to

find out the subjects' level in terms of language proficiency. The results of this study are based on the experimental group consisting of 31 EFL students and the control group consisted of 30 EFL students. A total of 80 questions were administered as a pre-test to evaluate the participants' English knowledge in terms of vocabulary.

Secondly, K. T.-C. Chen, (2023) discussed the challenges university EFL instructors encounter when attempting to incorporate mobile-assisted language learning (MALL). The goal was to ascertain what obstacles Taiwanese university language professors faced. This study employed a qualitative methodology, collecting data through a survey questionnaire that was created and distributed to 350 university teachers as a sample. The average findings of the data collected point to time as a critical component of the MALL integration process' success.

The last, research from Goswami (2018) was published by Goswami (2018). According to him, technology is crucial to every facet of today's business, economic, and educational sectors. Computers are now in the accessible zone and offer a wide range of usefulness and powerful capabilities. People are drawn to respond to this challenge because of the increasing popularity, validity, and accuracy of computers, the internet's limited accessibility in rural locations, and the concept of technology taking over.

Based on the background above, as a prospective English teacher, it is necessary to explore the efficacy of TELL as a language learning approach that is needed today. This is because the language learning process can be done anywhere, anytime, by anyone, and in regular or digitalized conditions. Based on the background, several problems can be formulated that will be discussed the exploring the integration of TELL into ELT. Secondly, finding out the experiences and perceptions of students in learning English integrated with TELL. Lastly, finding out the key factors influencing their adoption or rejection of TELL tools in ELT contexts.

Method

This study investigates various aspects of Technology-Enhanced Language Learning (TELL) and its integration into English Language Teaching (ELT). According

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to Creswell (Lubis et al., 2023) follows an exploratory case study approach, which employs qualitative data collection and analysis, as suggested by Creswell (Lubis et al., 2023). This approach is appropriate for exploring students' perceptions and experiences with TELL in a structured academic setting. The study is conducted in two phases. Qualitative Data Collection: In the first phase, qualitative data is gathered to explore students' experiences and perceptions of TELL in their learning process. Quantitative Data Support: In the second phase, a limited quantitative analysis is used to clarify patterns or relationships observed in the qualitative data (Indrawan & Jalilah, 2021).

The study involves 14 students from the fifth semester of the Tadris Bahasa Inggris Study Program at STAIN Mandailing Natal, a religious university in North Sumatra. The selection of participants is based on their direct exposure to TELL in their coursework, aligning with the institution's curriculum that actively incorporates technology in English learning. Data is collected through the interactive platform Mentimeter, where students respond to five structured questions designed to assess their perspectives on the effectiveness and challenges of TELL integration in ELT. This platform enables real-time feedback and engagement, allowing for a deeper understanding of students' learning experiences.

STAIN Mandailing Natal emphasizes the integration of digital learning tools to enhance ELT, aligning with its vision to prepare students for the Education 5.0 era—where English is recognized as a global language in business, academia, and social communication. Lecturers actively explore TELL's efficacy in distributing course materials, ensuring students gain practical digital literacy skills alongside language proficiency.

Results

Teachers utilize technology in English language instruction by incorporating digital tools and platforms that make learning more interactive and accessible for students. For instance, they use language learning apps, such as Duolingo or Teachy apps, to assign vocabulary and grammar practice that students can complete

independently. Teachers also leverage multimedia resources, like YouTube videos or podcasts, to expose students to authentic English pronunciation, accents, and cultural contexts. Video conferencing tools, such as Zoom and Google Meet, facilitate live, interactive classes where teachers can provide real-time feedback and encourage speaking practice, even with remote students.

Additionally, many teachers integrate interactive whiteboards, online quizzes, and game-based platforms like Kahoot! or Mentimeter to make lessons engaging and visually stimulating. Artificial Intelligence tools, such as automated grading for written assignments, allow teachers to provide faster feedback, helping students identify and correct errors. Social media and discussion forums are often used to encourage collaborative learning, where students can discuss topics in English, share resources, and practice conversational skills outside the classroom. By strategically using these technologies, teachers can create a more dynamic and student-centered learning environment that supports diverse learning needs and enhances motivation and engagement (Rafiqa, 2024).

This is Summarizing the responses of 14 students on how the use of technology in English language teaching benefits their learning experiences. The collecting students' opinions through the interactive platform Mentimeter with total 5 questions were administered. This table provides a clear overview of the diverse ways technology enhances the teaching process and contributes to more effective, organized, and engaging English language instruction.

Based on responses from 14 students regarding the impact of technology on English language learning, the following key statistical trends were observed:
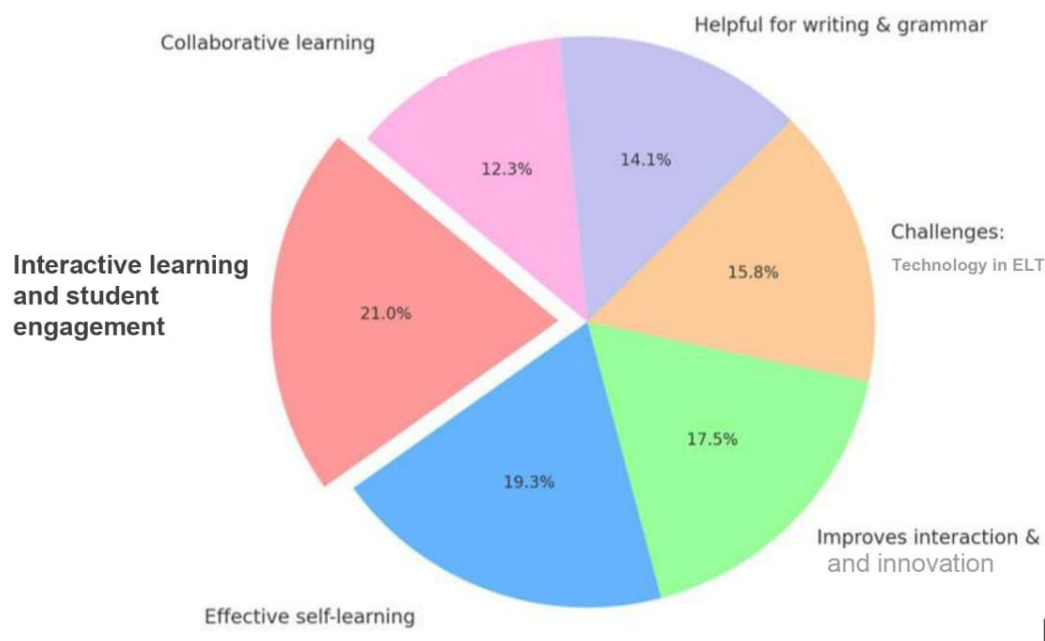
Diagram 1. Students' responds on how the use of technology in English language teaching benefits their learning experiences.

Through thematic analysis of student responses, the following themes were identified:

Theme 1: Interactive Learning and Student Engagement

English Instructional Technology refers to the use of technology in teaching and learning English. It encompasses a variety of digital tools and platforms designed to enhance the language learning experience, both in and out of the classroom. Generally, instructional technology in this context aims to facilitate the teaching of English through more interactive and easily accessible media, involving various methods and digital tools such as:

- Respondents emphasized that technology enhances engagement through gamified learning, quizzes (Kahoot, Quizizz), and multimedia integration.
- R1: "Technology provides interactive tools, making learning easier and faster for reading, listening, and speaking."
- R7: "Applications like Quizizz, Kahoot, and Mentimeter make learning more fun and interactive."

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In this case we can use the video and Multimedia into the use of videos, animations, podcasts, and other multimedia to explain learning content, helping students better understand language concepts such as pronunciation, grammar, and vocabulary. Online Collaborative Tools as Platforms like Google Classroom or Microsoft Teams allow students and teachers to collaborate, share resources, and engage in discussions in a virtual environment, speeding up the learning process.

In the same conclusion for this indicator of TELL Interactive Learning Resources Tools like smart boards, automated assessment applications, or interactive simulations can be used to enhance learning in more engaging ways and provide immediate feedback on students' understanding. Remote and Hybrid Learning showed that technology allows for remote (online) or hybrid (a mix of in-person and online) learning models, giving students flexibility to learn English anytime and anywhere. Overall, English Instructional Technology focuses on integrating digital tools to support, enrich, and facilitate the teaching of English, making the learning process more effective, efficient, and enjoyable for students.

Theme 2: Personalized Learning and Accessibility

The integration of technology in English language learning has significantly enhanced both the efficiency and engagement of learners. In recent years, the rise of digital tools such as language learning apps, online courses, and interactive platforms has enabled more personalized learning experiences. This statement was related with:

- AI-powered tools allow for adaptive learning, real-time feedback, and self-paced study.
- R3: "AI can adjust learning based on needs, making English learning more effective."
- R10: "AI personalizes lessons, provides instant feedback, and uses chatbots for practice."

Technologies like Artificial Intelligence (AI) and Natural Language Processing (NLP) provide real-time feedback, allowing learners to practice and improve their speaking, writing, and listening skills at their own pace. Additionally, tools like virtual classrooms and multimedia content (videos, podcasts, interactive games) offer

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immersive learning environments, making the process more dynamic and engaging. With these advancements, students can access diverse resources and connect with global peers, further enriching their learning experience.

The flexibility and accessibility provided by these technologies are especially valuable in a post-pandemic world, where remote and hybrid learning models have become more prominent. Thus, technology is not just a tool but a catalyst in shaping the future of English language education.

Theme 3: Challenges of Technology in Learning

Teachers integrate technology into English language teaching in various ways to enhance both teaching and learning experiences. With the advent of online platforms, educators now utilize tools such as learning management systems (LMS), video conferencing apps, and interactive whiteboards to deliver lessons in more engaging and flexible formats. Based on the interview showed that:

- Digital inequality and lack of access to stable internet and devices were major concerns.
- R10: "Technology dependence and technical errors remain challenges in online learning."
- R13: "Although AI helps, some students still need direct teacher guidance."

These tools allow for the creation of multimedia-rich content, such as videos, quizzes, and virtual discussions, which cater to diverse learning styles. Teachers also incorporate language learning apps and digital resources that provide personalized practice opportunities, helping students to improve their skills outside the classroom. Furthermore, technology enables teachers to foster collaborative learning environments, using social media, discussion forums, or group projects that connect students across geographical boundaries.

The integration of AI-powered applications also allows teachers to assess student progress in real-time and adapt lessons accordingly. In response to the growing demand for digital literacy, educators are increasingly incorporating technology to facilitate language acquisition in more innovative, interactive, and

accessible ways, especially in a post-pandemic educational landscape where hybrid and remote learning have become the norm.

Theme 4: Role of Teachers in Technology Integration

The use of technology in English language teaching offers several benefits but also presents notable challenges. One of the key advantages is the ability to provide personalized learning experiences. With tools such as adaptive learning platforms, students can receive individualized feedback and engage with materials at their own pace. Technology also fosters greater student engagement by incorporating interactive elements such as games, videos, and virtual simulations, which can make learning more dynamic and enjoyable. Additionally, technology enables access to a wide range of authentic resources, such as online articles, podcasts, and videos, allowing learners to immerse themselves in real-world language use and culture. This statement was related with:

- Teachers play a crucial role in implementing technology effectively, balancing traditional and digital methods.
- R6: "Teachers integrate digital platforms and applications to improve engagement."
- R8: "Using Duolingo in class and playing educational videos makes learning more enjoyable."

However, the integration of technology is not without its challenges. One major obstacle is the digital divide, as not all students have equal access to devices and stable internet connections, which can exacerbate educational inequalities. Teachers also face difficulties in keeping up with the rapid pace of technological advancements and ensuring they are using the most effective tools. Moreover, the over-reliance on technology may lead to diminished face-to-face interaction, which is essential for developing communicative competence.

The study highlights that technology plays a vital role in enhancing English language learning through interactive tools, AI-driven feedback, and online collaboration. However, challenges like digital accessibility and over-reliance on technology should be addressed. The results emphasize the need for balanced

integration of technology with traditional teaching methods to maximize its effectiveness in English language instruction.

Another challenge is the need for adequate professional development for teachers to effectively incorporate technology into their pedagogy, as many educators may lack the necessary training or experience. Despite these challenges, the potential benefits of technology in English language teaching are vast, especially when implemented thoughtfully and with consideration of students' diverse needs.

While AI offers numerous benefits, such as scalability and efficiency, it also brings new challenges, such as the need for continuous data training to improve its accuracy and the risk of over-relying on technology. However, as AI continues to evolve, its role in reshaping English language learning is undeniable, making it more accessible, efficient, and adaptive to the needs of diverse learners.

Discussion

The integration of technology in English teaching has clear advantages in terms of improving teaching effectiveness, engagement, and flexibility, as highlighted by R1, R2, R9, R13, R12, R10 and R4. However, the challenge of balancing cost and ensuring comprehensive teacher-student interaction remains. While R3, R4 R6, R8 and R12 provide examples of practical applications such as videos, games, and e-learning tools like Teachy app, R13, R5, R7, R11 and R14 highlights the broader perspective of both opportunities and drawbacks. Overall, the responses indicate that with strategic planning and resource management, the benefits of technology can outweigh its challenges. While technology brings transformative benefits to English teaching, it is essential for educational institutions to address the financial implications and find ways to maintain the teacher's role as a guide and facilitator. Investments in training educators to effectively use technology and adopting cost-effective solutions can help bridge gaps and maximize the potential of tech-based learning.

TELL utilizes technological advancements to enhance language instruction (Muhtar & Pammu, 2021). By integrating digital tools such as language apps, online platforms, and multimedia resources, traditional English learning has become more

interactive and accessible. Apps like Duolingo and Memrise gamify learning, while YouTube, TED-Ed, and BBC Learning English provide exposure to authentic language use.

Advanced technologies like Virtual Reality (VR) and Augmented Reality (AR) create immersive environments for real-life conversations, while Artificial Intelligence (AI) enhances learning through chatbots and automated feedback. Social media and discussion forums promote collaborative learning within global communities, encouraging engagement in English discussions.

Gamified learning, interactive quizzes, and video conferencing tools like Zoom and Google Meet support real-time interaction, improving speaking and listening skills even in remote settings (Fatimah, 2017). Overall, technology offers a flexible, engaging, and personalized approach to language learning, enhancing motivation, participation, and progress.

AI assists teachers in designing English language lessons by analyzing student performance data and providing insights into areas where students may need additional support. For example, an AI system can assess students' language skills in real-time, tracking grammar, vocabulary, pronunciation, and comprehension strengths and weaknesses. Based on these insights, the AI can suggest or automatically create personalized activities, such as grammar exercises for students struggling with tenses or reading comprehension tasks for those needing practice in understanding context. Teachers can also use AI to automate routine tasks, like grading multiple-choice quizzes, allowing more time to focus on interactive teaching and feedback.

Teachy's speech recognition provides feedback on accuracy. Quiz: A multiple-choice quiz where students match food words to definitions or images to check their understanding. Conversation Simulation: A guided conversation activity where students practice ordering food at a restaurant, with prompts from an AI chatbot. Assignment: For homework, students create a "favorite meal" presentation using five new vocabulary words, submitted through Teachy for teacher review.This structured lesson plan on Teachy keeps students engaged and progressively builds their

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vocabulary, while providing teachers with data on each student's mastery and areas needing more focus.

Using Mentimeter, teachers can design an engaging, interactive English lesson by leveraging the platform's real-time polling and quiz features (Mohin et al., 2022). First, teachers determine the lesson objective—such as practicing vocabulary, grammar, or comprehension skills—and create a series of slides tailored to these goals. They might begin with an icebreaker question to engage students, followed by vocabulary quizzes or word clouds that visually represent students' responses. According to Samad & Munir (2022) Mentimeter's multiple-choice and open-ended question features allow for both formative assessments and interactive discussions, where students can see their peers' answers and compare ideas.

To navigate these challenges, teachers often seek professional development opportunities, such as online courses or webinars, to build their tech skills and stay updated on the latest tools. Many also implement backup plans, like offline activities or printed materials, to minimize disruptions when technical issues arise. By focusing on creating an adaptable classroom environment, teachers can leverage the benefits of technology while remaining prepared to address its limitations. This adaptability is crucial in an era where technology plays an integral role in education, allowing teachers to provide meaningful, inclusive, and effective learning experiences.

Conclusion

The integration of Technology Enhanced Language Learning (TELL) into English Language Teaching (ELT) offers multiple benefits for students. TELL can create a more engaging and dynamic learning environment that caters to various learning preferences. Additionally, it supports the development of language skills through access to online resources, multimedia content, and specialized language learning software. Incorporating TELL into ELT, students are provided with platforms to practice their language skills and receive immediate feedback, enhancing the overall learning experience. Future research on the implementation of TELL in institutions such as STAIN Mandailing Natal would be enhance the language learning experience. These findings underscore the importance of developing and utilizing digital tools to maximize the potential of modern, adaptive language learning.

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